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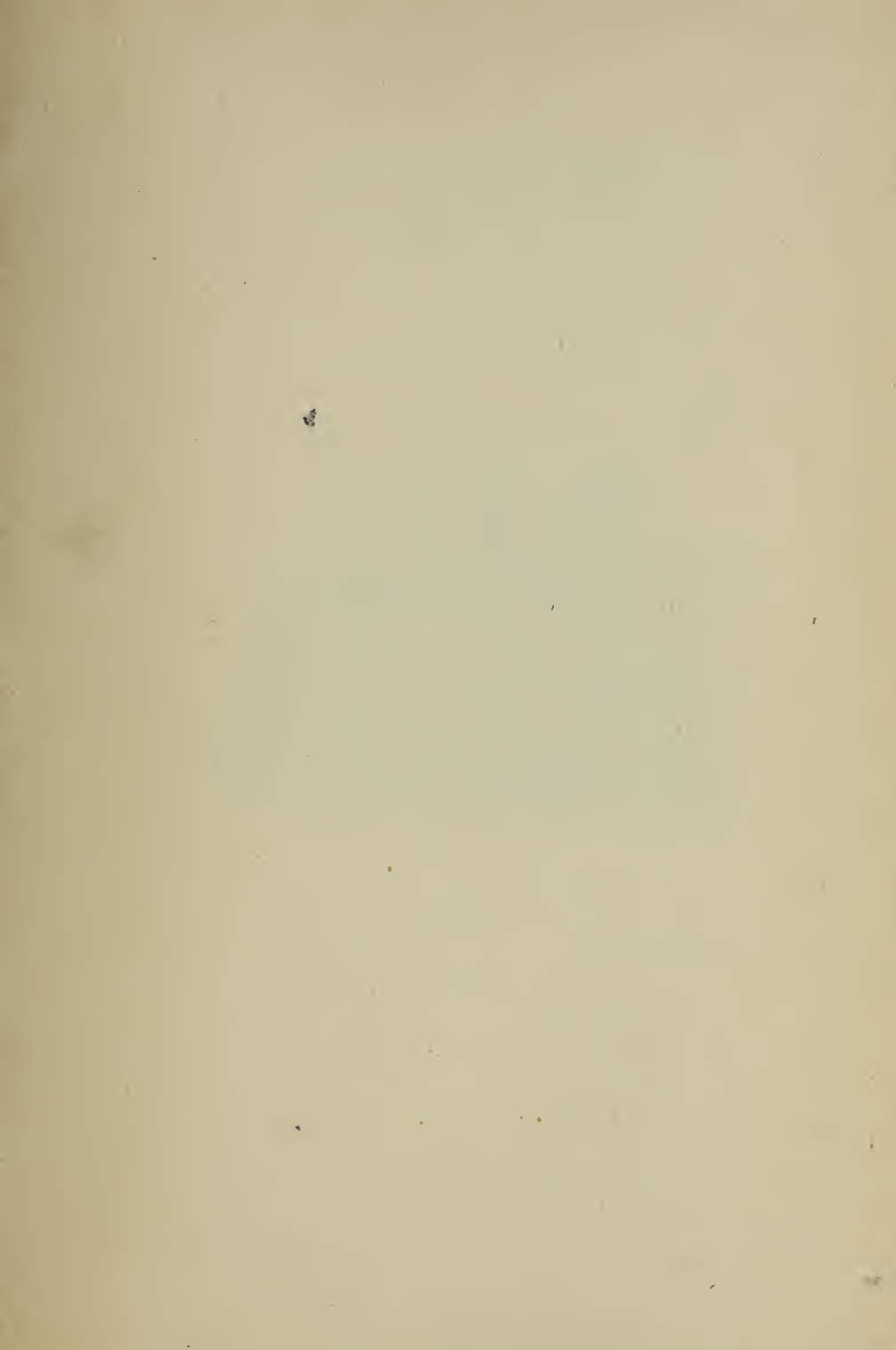
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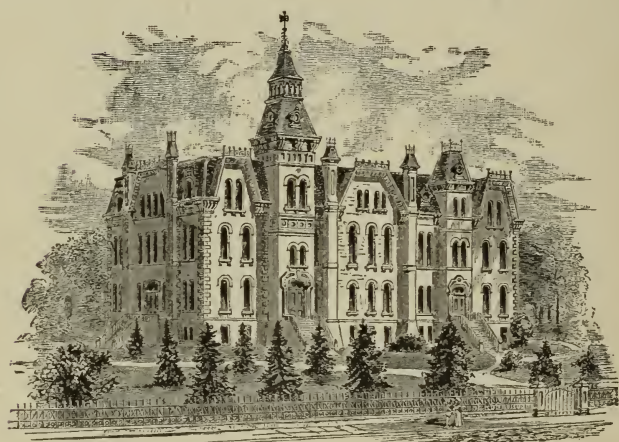
EMPORIA, KANSAS.

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1886-87.







TWENTIETH ANNUAL CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

THE STATE NORMAL SCHOOL,

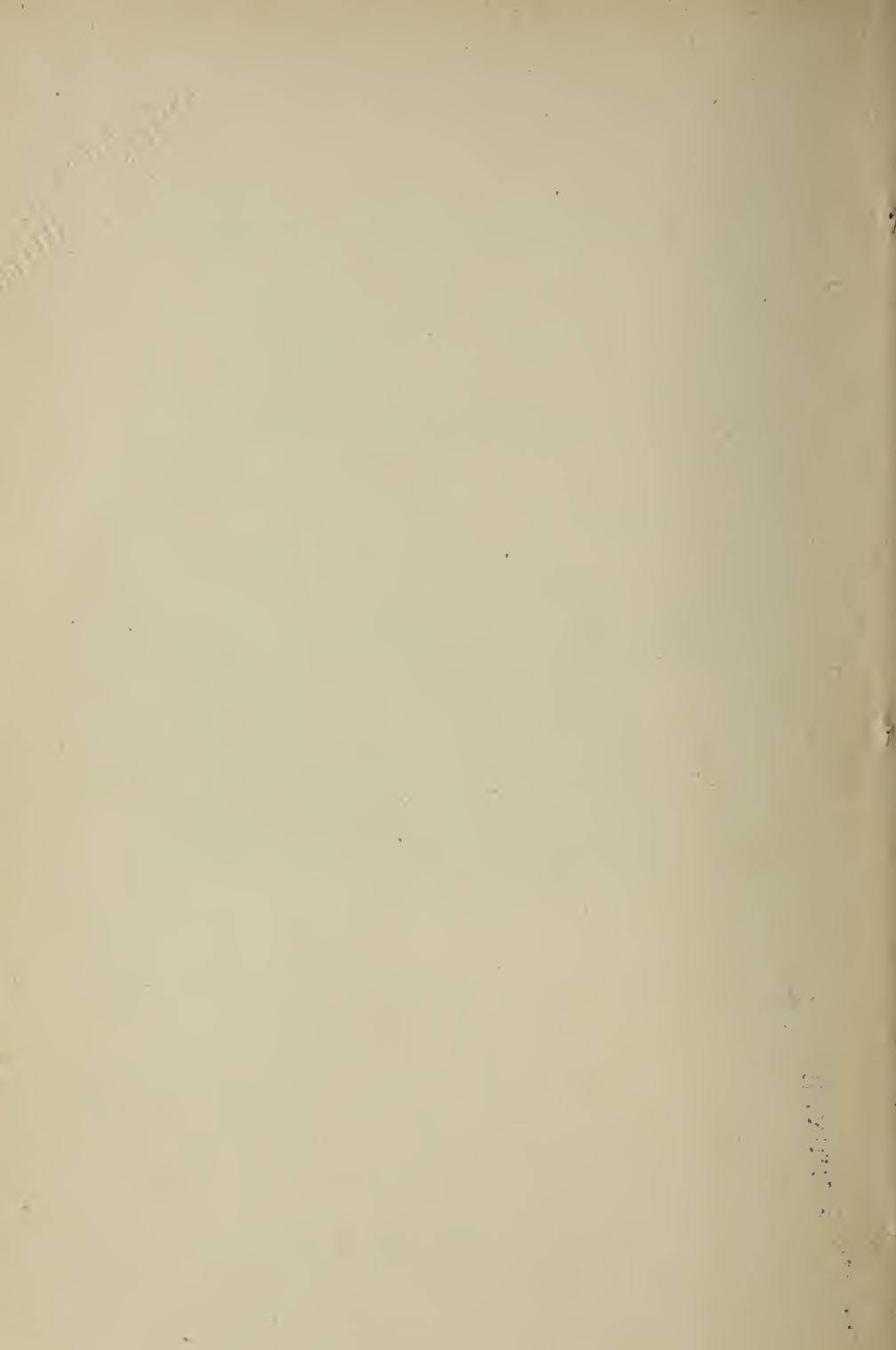
EMPORIA, KANSAS.

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1886-87.

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1887.



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*Model Intermediate.*

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\* Resigned.



# REGISTER OF STUDENTS.

1886-7.

## FOURTH YEAR.

### SENIORS—(H CLASS.)

NAME.	LATIN COURSE.	POST OFFICE—COUNTY.
Eckert, David Alva, . . . .		<i>Hiawatha, Brown.</i>
Picken, William Samuel, . . . .		<i>Wyandotte, Wyandotte.</i>

### ENGLISH COURSE.

Miller, Edith Submit, . . . .	<i>Emporia, Lyon.</i>
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### ELEMENTARY COURSE.

Barber, Edward Thompson, . . . .	<i>Morantown, Allen.</i>
Bowman, Harriett Frances, . . . .	<i>El Dorado, Butler.</i>
Coffman, Treadwell Cooper, . . . .	<i>Emporia, Lyon.</i>
Coulter, Mary Evaline, . . . .	<i>Anthony, Harper.</i>
Crooks, Alexander David, . . . .	<i>Fredonia, Wilson.</i>
Frazier, Laura Ellen, . . . .	<i>Kingman, Kingman.</i>
Goff, Carrie, . . . .	<i>Emporia, Lyon.</i>
Hand, Eddie Truman, . . . .	<i>Grenola, Elk.</i>
Howell, Jessamine Keller, . . . .	<i>Lawrence, Douglas.</i>
Jones, Minnie Bell, . . . .	<i>Yates Center, Woodson.</i>
Judd, Alfreda, . . . .	<i>Melvern, Osage.</i>
Judd, Etta, . . . .	<i>Melvern, Osage.</i>
Kirby, Eleanor Rebecca, . . . .	<i>Industry, Clay.</i>
Kruse, Henry Otho, . . . .	<i>Halstead, Harvey.</i>
Myler, Emerson William, . . . .	<i>Humboldt, Allen.</i>
Rhoads, John Clarence, . . . .	<i>Humboldt, Allen.</i>
Rose, Laura Elizabeth, . . . .	<i>Scammonville, Cherokee.</i>
Rose, Louise Hannah, . . . .	<i>Scammonville, Cherokee.</i>
Rudisill, Mary Ella, . . . .	<i>Emporia, Lyon.</i>
Thornley, Miriam Olivet, . . . .	<i>Emporia, Lyon.</i>

### JUNIORS—(G CLASS).

Barrows, Edwin P., . . . .	<i>Burrton, Harvey.</i>
Best, Jennie June, . . . .	<i>Ivy, Lyon.</i>

---

NAME.	POST OFFICE — COUNTY.
Black, William Wesley, . . . .	<i>Wauneta, Chautauqua.</i>
Bradley, Elouise, . . . .	<i>Lincoln, Lincoln.</i>
Ferguson, Carrie, . . . .	<i>Boling, Leavenworth.</i>
Nesbitt, Anna Elizabeth, . . . .	<i>Eureka, Greenwood.</i>
Newman, Eva Albertine, . . . .	<i>Madison, Greenwood.</i>
Owsley, Leroy, . . . .	<i>Miltonvale, Cloud.</i>
Ruggles, William Spencer, . . . .	<i>Emporia, Lyon.</i>
Stearns, Richard Oliver, . . . .	<i>Burden, Cowley.</i>

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## THIRD YEAR.

## F CLASS.

Jones, Albert Jerome, . . . .	<i>Kinsley, Edwards.</i>
McClain, John Andrew, . . . .	<i>Osage, Osage.</i>
Wilbur, Simeon Elihu Lewis, . . . .	<i>Admire City, Lyon.</i>

## E CLASS.

Bishop, Carry Americus, . . . .	<i>Neosho Falls, Woodson.</i>
Holmes, Otis Halbert, . . . .	<i>Edgar, Clay, Nebraska.</i>
Suddock, Matthew Montgomery, . . . .	<i>Emporia, Lyon.</i>

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## SECOND YEAR.

## D CLASS.

Armstead, Beulah,* . . . .	<i>Emporia, Lyon.</i>
Baker, Lura May, . . . .	<i>Emporia, Lyon.</i>
Blunk, Anos May, . . . .	<i>Galena, Cherokee.</i>
Brown, Clara Luella, . . . .	<i>Osage City, Osage.</i>
Brown, Laura Emma, . . . .	<i>Osage City, Osage.</i>
Brown, Love, . . . .	<i>Osage City, Osage.</i>
Bruce, Hattie Louisa, . . . .	<i>Wyandotte, Wyandotte.</i>
Fisher, Kittie, . . . .	<i>Kirwin, Phillips.</i>
Gause, Ida May, . . . .	<i>Emporia, Lyon.</i>
Gebhardt, Emma, . . . .	<i>Chase, Rice.</i>
Gibson, Alice, . . . .	<i>Americus, Lyon.</i>
Gridley, Emma Lorette, . . . .	<i>Taloga, Morton.</i>
Harry, Clara Abigail, . . . .	<i>Emporia, Lyon.</i>
Hiner, Lucie A., . . . .	<i>Emporia, Lyon.</i>
Hogle, Ada, . . . .	<i>Emporia, Lyon.</i>

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\* Deceased.

NAME.	POST OFFICE—COUNTY.
Jedlicka, Joseph, . . . . .	Wilson, Ellsworth.
Kiene, Llewellyn, . . . . .	Valencia, Shawnee.
Marshall, John Moody, . . . . .	Manhattan, Riley.
Mason, Lillian Mary, . . . . .	Hiawatha, Brown.
Moore, Theodore Beals, . . . . .	Montezuma, Gray.
Paddock, Anabel, . . . . .	Emporia, Lyon.
Perry, Orlenzo Vroman, . . . . .	Clyde, Cloud.
Phillips, Albert Shelton, . . . . .	Dwight, Morris.
Putnam, Letha Eastwood, . . . . .	Emporia, Lyon.
Riley, Robert Pierce, . . . . .	El Dorado, Butler.
Rudisill, Anna Cynthia, . . . . .	Emporia, Lyon.
Rudisill, Flora Alice, . . . . .	Emporia, Lyon.
Sands, Rachel Florence, . . . . .	Peabody, Marion.
Spiers, Antoinette, . . . . .	Chase, Rice.
Spiers, Gertrude, . . . . .	Chase, Rice.
Stewart, Lillian Margaret, . . . . .	Speareville, Ford.
Stewart, Maude Rebecca, . . . . .	Speareville, Ford.
Sutton, Eli Ransom, . . . . .	Greeley, Anderson.
Thompson, Mary Westren, . . . . .	Elgin, Chautauqua.
Washer, Mary Margaret, . . . . .	Hickman's Mill, Jackson,
Whitney, Mary Alice, . . . . .	Emporia, Lyon. [Mo.
Wick, Myrta Lena, . . . . .	Detroit, Dickinson.
Wilbur, Hettie, . . . . .	Admire City, Lyon.
Willett, Olive, . . . . .	Hutchinson, Reno.
Williams, Hugh H., . . . . .	Emporia, Lyon.

C CLASS.

Ballinger, Lulu, . . . . .	Livingston, Gallatin,
Billbe, Ulysses Grant, . . . . .	Iola, Allen. [Montana.
Bloss, Schuyler Colfax, . . . . .	Clay Center, Clay.
Bogle, Artemas Melvin, . . . . .	Pittsburg, Crawford.
Brooks, Jennie May, . . . . .	Ottawa, Franklin.
Coldwell, Mattie Elizabeth, . . . . .	McPherson, McPherson.
Drouillard, Joe, . . . . .	Independence, Montgomery.
Evans, Alice Lee, . . . . .	Larned, Pawnee.
Frazier, Elizabeth, . . . . .	Austin, Neosho.
Giger, Ida May, . . . . .	Emporia, Lyon.
Goodrich, Jesse David, . . . . .	Emporia, Lyon.
Harris, Laura Belle, . . . . .	Emporia, Lyon.
Harvey, Mary Jane, . . . . .	Emporia, Lyon.
Holsinger, Mary Reichard, . . . . .	Rosedale, Wyandotte.
Jackson, Alice, . . . . .	New Albany, Wilson.
Jacob, Isabella, . . . . .	Neosho Rapids, Lyon.

NAME.	POST OFFICE—COUNTY.
Kelly, Elizabeth Gertrude, . . . .	<i>Great Bend, Barton.</i>
Kerr, Andrew, . . . . .	<i>Independence, Montgomery.</i>
King, Mary Lenora, . . . . .	<i>Alexander, Rush.</i>
King, Margaret Anne, . . . . .	<i>Magnolia, Colorado.</i>
Kirkpatrick, Susan Amanda, . . . .	<i>Emporia, Lyon.</i>
Lewis, Emma Jane, . . . . .	<i>Ivy, Lyon.</i>
Madaris, Minnie Cora, . . . . .	<i>Wyckoff, Lyon.</i>
Manning, Harris, W., . . . . .	<i>Emporia, Lyon.</i>
Martin, Lottie Eleanor, . . . . .	<i>Emporia, Lyon.</i>
Mason, John Marshall, . . . . .	<i>Emporia, Lyon.</i>
McDougal, Daniel Douglas, . . . .	<i>El Dorado, Butler.</i>
Morrison, Harry Butler, . . . . .	<i>Lincoln, Lincoln.</i>
Newlin, Clara Maud, . . . . .	<i>Emporia, Lyon.</i>
Orem, Rebecca, . . . . .	<i>Seneca, Nemaha.</i>
Orem, Elizabeth, . . . . .	<i>Seneca, Nemaha.</i>
Paddock, Lucy Adelaide, . . . . .	<i>Emporia, Lyon.</i>
Peters, Mary May, . . . . .	<i>Emporia, Lyon.</i>
Piatt, Louisa Ella, . . . . .	<i>London, Sumner.</i>
Piatt, Marcellus, . . . . .	<i>London, Sumner.</i>
Rhodes, Jeremiah Milton, . . . . .	<i>Jasper, Jasper, Mo.</i>
Straight, Mary Elizabeth, . . . . .	<i>Dunlap, Morris.</i>
Tear, Daniel Ambrose, . . . . .	<i>Greenwich, Sedgwick.</i>
Williams, Samuel Douglas, . . . . .	<i>Parsons, Labette.</i>
Wishard, Lewis Henry, . . . . .	<i>Augusta, Butler.</i>
Wolf, Mary Alice, . . . . .	<i>Americus, Lyon.</i>
Zeller, August Pfaffen, . . . . .	<i>Munich, Germany.</i>

## FIRST YEAR.

## B CLASS.

Adams, George Irving, . . . . .	<i>Morantown, Allen.</i>
Alexander, Nina Eva Lulu, . . . . .	<i>Urbana, Neosho.</i>
Ayres, Frank Herman, . . . . .	<i>Mansfield, Wabaunsee.</i>
Bacon, Carrie Margarite, . . . . .	<i>Augusta, Butler.</i>
Bacon, Lizzie Hope, . . . . .	<i>Morantown, Allen.</i>
Bamesberger, Emanuel, . . . . .	<i>Americus, Lyon.</i>
Banks, Emma, . . . . .	<i>Hutchinson, Reno.</i>
Bannon, Helena Margarite, . . . . .	<i>Geary City, Doniphan.</i>
Barnes, Charles William, . . . . .	<i>Madison, Greenwood.</i>

NAME.	POST OFFICE — COUNTY.
Barnes, Lillie Alice, . . . .	Conway Springs, Sumner.
Baxter, Louis Warren, . . . .	Emporia, Lyon.
Berry, Mary Elizabeth, . . . .	Clarinda, Page, Iowa.
Berkey, Mary Lillian, . . . .	Winfield, Cowley.
Best, Alice Elizabeth, . . . .	Burlingame, Osage.
Boyles, Anna Bowen, . . . .	Hutchinson, Reno.
Bushnell, Carrie Hudson, . . . .	Concordia, Cloud.
Carter, Frances Janes, . . . .	Plymouth, Lyon.
Chadburn, Mary Juliaette, . . . .	Sedan, Chautauqua.
Clarke, Lillie Grace, . . . .	Americus, Lyon.
Collett, Alonzo McGee, . . . .	Morantown, Allen.
Collins, Nellie Louise, . . . .	Emporia, Lyon.
Copeland, Maggie Idell, . . . .	Idana, Clay.
Crawford, Ermina Octavia, . . . .	Bridgeport, Saline.
Crichfield, Laura Isabelle, . . . .	Seneca, Nemaha.
Drake, Bertha May, . . . .	Emporia, Lyon.
Easter, Jacob Huff, . . . .	Holton, Jackson.
Evans, Waldo, . . . .	Hartford, Lyon.
Eyer, Joseph Henry, . . . .	Everett, Brown.
Ferguson, Daisy Dutton, . . . .	Emporia, Lyon.
Ferguson, Lu Etta, . . . .	Emporia, Lyon.
Fetscher, Lulu Eugenia, . . . .	Emporia, Lyon.
Foster, Mattie J., . . . .	Minneapolis, Ottawa.
Fox, Mrs. Louise, . . . .	Topeka, Shawnee.
Gause, Elvin, . . . .	Emporia, Lyon.
Gordon, Frank Ellwood, . . . .	Baker, Brown.
Gordon, Joseph Wesley, . . . .	Baker, Brown.
Gordon, Mary Arabelle, . . . .	Baker, Brown.
Greenman, Frances Delaney, . . . .	Yates Center, Woodson.
Grove, Bennett, . . . .	Newton, Harvey.
Hatfield, Adaline, . . . .	Norton, Norton.
Hiatt, Emma Jane, . . . .	Vietsburgh, Neosho.
Holman, Araminta, . . . .	Leavenworth, Leavenworth.
Jackson, Mary Florence, . . . .	New Albany, Wilson.
Jaqueth, Martha Lydia, . . . .	Walter Hill, Rutherford,
Jay, Inez, . . . .	Lyons, Rice. [Tenn.
Kenwell, Joseph Cyrus, . . . .	Council Grove, Morris.
King, Maggie M., . . . .	Hazleton, Barber.
Kirkendall, Grace, . . . .	Emporia, Lyon.
Lehman, August Henry, . . . .	Halstead, Harvey.
Leonard, Mary Agnes, . . . .	Americus, Lyon.
Lewis, Fred Isaac, . . . .	Downs, Osborne.
Longenecker, Florence Reichard, . . . .	Paola, Miami.



NAME.	POST OFFICE—COUNTY.
Lowe, Jennie, . . . . .	<i>Garden City, Finney.</i>
Mack, Isabelle. . . . .	<i>Wilson, Morris.</i>
Madden, May Belle, . . . . .	<i>Independence, Montgomery.</i>
Mason, Maud Eloise, . . . . .	<i>Emporia, Lyon.</i>
McClelland, Robert Dain, . . . . .	<i>Emporia, Lyon.</i>
McGrath, Robert William, . . . . .	<i>Fredonia, Wilson.</i>
McLean, David, . . . . .	<i>Clay Center, Clay.</i>
McQuilkin, Edith, . . . . .	<i>Hiawatha, Brown.</i>
Mentzer, Susy Elveda, . . . . .	<i>Jasper, Jasper, Mo.</i>
Meskimons, James Raper, . . . . .	<i>Emporia, Lyon.</i>
Miller, Fannie Electa, . . . . .	<i>Emporia, Lyon.</i>
Minnich, Bert, . . . . .	<i>Derby, Sedgwick.</i>
Morden, Lucena Mandana, . . . . .	<i>Humboldt, Richardson, Neb.</i>
Nichols, Mrs. Eolia Weed, . . . . .	<i>Washington, Washington.</i>
Owens, Mary Ann, . . . . .	<i>Emporia, Lyon.</i>
Pepper, Jimmattie, . . . . .	<i>Randolph, Riley.</i>
Peterson, Carl Axel, . . . . .	<i>Smoky Hill, McPherson.</i>
Phillips, Everett Ney, . . . . .	<i>Emporia, Lyon.</i>
Reese, Edward Linton, . . . . .	<i>Concordia, Cloud.</i>
Reynolds, Viola Cassell, . . . . .	<i>Americus, Lyon.</i>
Rhodes, Jemima O., . . . . .	<i>Jasper, Jasper, Mo.</i>
Richert, Cornelius P., . . . . .	<i>Newton, Harvey.</i>
Rogers, Nettie May, . . . . .	<i>Burlingame, Osage.</i>
Rosecrans, William Michael O'Neill, . . . . .	<i>Clear Dale, Sumner.</i>
Ruggles, Robert Mitchell, . . . . .	<i>Emporia, Lyon.</i>
Russell, Josiah Eldon, . . . . .	<i>Wittrup, Hodgeman.</i>
Ruth, John Charles, . . . . .	<i>Colony, Anderson.</i>
Ryan, Frank, . . . . .	<i>Topeka, Shawnee.</i>
Seachrest, Minnie Caroline, . . . . .	<i>Dexter, Cowley.</i>
Searles, Elsie, . . . . .	<i>Peabody, Marion.</i>
Settle, Marcus D., . . . . .	<i>Mullinville, Kiowa.</i>
Short, Stella Mae, . . . . .	<i>St. Marys, Pottawatomie.</i>
Smith, Ada Elizabeth, . . . . .	<i>Paola, Miami.</i>
Snyder, Ella Mary, . . . . .	<i>Keene, Wabunsee.</i>
Spencer, Wilbur Halton, . . . . .	<i>Reading, Lyon.</i>
Stratton, Isabelle Corney, . . . . .	<i>Reading, Lyon.</i>
Sumption, Gertrude, . . . . .	<i>Madison, Madison, Neb.</i>
Taylor, Omega Alice, . . . . .	<i>Cottonwood Falls, Chase.</i>
Turner, Finette Lucinda, . . . . .	<i>Girard, Crawford.</i>
Turner, Minnie Frances, . . . . .	<i>Arkansas City, Cowley.</i>
Wade, Carrie, . . . . .	<i>Topeka, Shawnee.</i>
Walker, Gilbert Almanon, . . . . .	<i>Barrett's, Marshall.</i>
Ward, Maria Lucinda, . . . . .	<i>Junction City, Davis.</i>

NAME.	POST OFFICE—COUNTY.
Williams, Luther Alfred, . . . .	<i>Emporia, Lyon.</i>
Wrightsmen, Charles John, . . . .	<i>Emporia, Lyon.</i>

A CLASS.

Adams, Lois Irene, . . . .	<i>Antrim, Stafford.</i>
Allen, Frances Grace, . . . .	<i>Neosho Rapids, Lyon.</i>
Armstrong, Reuben William, . . . .	<i>Morantown, Allen.</i>
Atkinson, Emma M., . . . .	<i>Emporia, Lyon.</i>
Ball, James, . . . .	<i>Lyndon, Osage.</i>
Barnes, Minnie May, . . . .	<i>Conway Springs, Sumner.</i>
Beeson, Mary Jane, . . . .	<i>Burr Oak, Jewell.</i>
Bellows, James Peter, . . . .	<i>Media, Douglas.</i>
Bishoff, Cora Louisa,* . . . .	<i>Eudora, Douglas.</i>
Bishoff, Mark Lincoln, . . . .	<i>Eudora, Douglas.</i>
Blake, Emma Catharine, . . . .	<i>Gaylord, Smith.</i>
Bort, Medora E., . . . .	<i>Leavenworth, Leavenworth.</i>
Bramhill, Francis Marion, . . . .	<i>Ivy, Lyon.</i>
Brandley, Clara, . . . .	<i>Matfield Green, Chase.</i>
Brooks, Sarah Ann, . . . .	<i>Wakeeney, Trego.</i>
Brown, Carrie May, . . . .	<i>Emporia, Lyon.</i>
Brown, Homer Judson, . . . .	<i>Hartford, Coffey.</i>
Bundy, Rebecca Mary, . . . .	<i>Vietsburgh, Neosho.</i>
Burtrum, Etta, . . . .	<i>Argonia, Sumner.</i>
Campdoras, Virginia, . . . .	<i>Topeka, Shawnee.</i>
Carlile, Mattie, . . . .	<i>Osawatomie, Miami.</i>
Carothers, Clarence Grant, . . . .	<i>Villisca, Iowa.</i>
Carr, Bessie Jane, . . . .	<i>Kalamazoo, Sedgwick.</i>
Carter, Charles Olive, . . . .	<i>Auburn, Shawnee.</i>
Clark, Ethel Sophia, . . . .	<i>Emporia, Lyon.</i>
Clark, Luella Georgia, . . . .	<i>Saratoga, Pratt.</i>
Cochrane, Sallie Beatrice, . . . .	<i>Emporia, Lyon.</i>
Coffman, Alka Blanche, . . . .	<i>Emporia, Lyon.</i>
Coleman, Fannie Eleanor, . . . .	<i>Clements, Chase.</i>
Collins, Bertha Beëtta. . . .	<i>Emporia, Lyon.</i>
Cooke, Fannie, . . . .	<i>Emporia, Lyon.</i>
Cowan, Mary, . . . .	<i>Emporia, Lyon.</i>
Cox, Mabel, . . . .	<i>Altoona, Wilson.</i>
Crocker, Carrie Ellena, . . . .	<i>Ellinor, Chase.</i>
Crowley, Jennie Lee, . . . .	<i>Council Grove, Morris.</i>
Crowley, Malcolm Conn, . . . .	<i>Council Grove, Morris.</i>
Crowley, Mary E., . . . .	<i>Hartford, Lyon.</i>
Culver, Chester Murphy, . . . .	<i>Emporia, Lyon.</i>

\* Deceased.

NAME.	POST OFFICE—COUNTY.
Culver, Etta Agnes, . . . . .	<i>Pontiac, Illinois.</i>
Culver, Hattie Margaret, . . . . .	<i>Emporia, Lyon.</i>
Curless, Eugene Dilling, . . . . .	<i>Hutchinson, Reno.</i>
Curtis, Abner Sereno, . . . . .	<i>Dunlap, Morris.</i>
Curtis, Alice Harriet, . . . . .	<i>Emporia, Lyon.</i>
Daniels, Mary Etta. . . . .	<i>McPherson, McPherson.</i>
Davidson, Nellie, . . . . .	<i>Waushara, Lyon.</i>
Davy, Gertrude, . . . . .	<i>Emporia, Lyon.</i>
Decker, Mary Anna, . . . . .	<i>Oskaloosa, Jefferson.</i>
Dillon, Mary Charlotte, . . . . .	<i>Cedarville, Smith.</i>
Dumbauld, Lida Mae, . . . . .	<i>Strawn, Coffey.</i>
Edwards, John Addison, . . . . .	<i>Emporia, Lyon.</i>
Emrick, Calvin Elmer, . . . . .	<i>Verdigris, Lyon.</i>
Evans, Mary Elizabeth, . . . . .	<i>Emporia, Lyon.</i>
Farnsworth, Dora Etta, . . . . .	<i>Bazine, Ness.</i>
Farris, Lucy, . . . . .	<i>Central City, Anderson.</i>
Fauble, Carrie Estell, . . . . .	<i>Perry, Jefferson.</i>
Fauble, Olive Genevieve, . . . . .	<i>Perry, Jefferson.</i>
Fish, Willis Alfred, . . . . .	<i>Concordia, Cloud.</i>
Fleming, Clara, . . . . .	<i>Middletown, Wilson.</i>
Fletcher, Minnie, . . . . .	<i>Cherokee, Crawford.</i>
Foreman, Cora Belle, . . . . .	<i>Marshalltown, Iowa.</i>
Fowler, Charles Sherman, . . . . .	<i>Emporia, Lyon.</i>
Fowler, Everett LaCygne, . . . . .	<i>Emporia, Lyon.</i>
Fraker, Hattie Lee, . . . . .	<i>Eureka Springs, Arkansas.</i>
Frame, Mary, . . . . .	<i>Neosho Falls, Woodson.</i>
Ganshird, Rosa, . . . . .	<i>Grafton, Chautauqua.</i>
Gapen, Retta, . . . . .	<i>Madison, Wisconsin.</i>
Garretson, Josie, . . . . .	<i>Wyckoff, Lyon.</i>
Gause, Oswald H., . . . . .	<i>Emporia, Lyon.</i>
Gillett, George Grant, . . . . .	<i>Woodbine, Dickinson.</i>
Goodwin, Sadie, . . . . .	<i>Bridgeport, Saline.</i>
Grafton, Milo, . . . . .	<i>Greenwich, Sedgwick.</i>
Grafton, Frank, . . . . .	<i>Knanston, Finney.</i>
Gray, Alfred Vincent, . . . . .	<i>Haven, Reno.</i>
Gregory, David Lawrence, . . . . .	<i>Yates Center, Woodson.</i>
Griffith, Clara, . . . . .	<i>Walton, Harvey.</i>
Griffith, Margaret Ellen, . . . . .	<i>Arvonja, Osage.</i>
Hadden, Rosa Evelyn, . . . . .	<i>Smith Center, Smith.</i>
Hallowell, Alice Jane, . . . . .	<i>Concordia, Cloud.</i>
Hand, Lillie Marian, . . . . .	<i>Grenola, Elk.</i>
Harris, Ida Elma, . . . . .	<i>Emporia, Lyon.</i>
Harvey, Luther Thomas, . . . . .	<i>Americus, Lyon.</i>



NAME.	POST OFFICE—COUNTY.
Hazlett, Vallandigham, . . .	<i>Lincoln, Lincoln.</i>
Henderson, William John, . . .	<i>Junction City, Davis.</i>
Hennessey, Edmond Elias, . . .	<i>Canton, McPherson.</i>
Hughes, Wirt Middletown, . . .	<i>Larned, Pawnee.</i>
Hildinger, Martin F., . . .	<i>Nickerson, Reno.</i>
Hill, Sarah Gertrude, . . .	<i>Arkansas City, Cowley.</i>
Hollingsworth, Martha Louisa, . . .	<i>Liberal, Seward.</i>
Holroyd, Libbeus Stanard, . . .	<i>Cedar Vale, Chautauqua.</i>
Hopkins, Cora Araminta, . . .	<i>Emporia, Lyon.</i>
Howe, Carlton Lorenzo, . . .	<i>Emporia, Lyon.</i>
Howland, Mary M., . . .	<i>Abilene, Dickinson.</i>
Hull, Abraham Lincoln, . . .	<i>Speareville, Ford.</i>
Hutchings, Charles William, . . .	<i>Madison, Greenwood.</i>
Hutchinson, Maud Ella, . . .	<i>Boling, Leavenworth.</i>
Jackson, Clemmie A., . . .	<i>Emporia, Lyon.</i>
Jessee, Arnold Hanson, . . .	<i>Wellington, Sumner.</i>
Jetmore, Maud, . . .	<i>Emporia, Lyon.</i>
Jones, James T., . . .	<i>Emporia, Lyon.</i>
Jones, Owen Richard, . . .	<i>Emporia, Lyon.</i>
Jordan, Benjamin Mayberry Prentiss, . . .	<i>Kingman, Kingman.</i>
Kezer, Jennie May, . . .	<i>Emporia, Lyon.</i>
Knowles, Julia Adgate, . . .	<i>Ottawa, Ohio.</i>
Knowles, Sarah Cecelia, . . .	<i>Ottawa, Ohio.</i>
Koenig, Emma, . . .	<i>Madison, Greenwood.</i>
Lange, Matilda Lydia, . . .	<i>Emporia, Lyon.</i>
Laplante, Florence Emelie, . . .	<i>Cyrus, Trego.</i>
Leggett, Samuel Delmore, . . .	<i>Hartford, Lyon.</i>
Lester, Susie Fields, . . .	<i>Dunlap, Morris.</i>
Lewis, Lizzie Ann, . . .	<i>Emporia, Lyon.</i>
Lindley, Anna Knight, . . .	<i>Plymouth, Lyon.</i>
Lowe, Ida Mabel, . . .	<i>Garden City, Finney.</i>
Luginbill, James Adolph, . . .	<i>Christian, McPherson.</i>
Manning, Kate, . . .	<i>Emporia, Lyon.</i>
Martin, Luther, . . .	<i>Hazleton, Barber.</i>
McCall, James Anthony, . . .	<i>Jamestown, Ohio.</i>
McClelland, Lizzie B., . . .	<i>Emporia, Lyon.</i>
McClurkin, Cyrus Cameron, . . .	<i>Clay Center, Clay.</i>
McClurkin, Hugh Latimer, . . .	<i>Clay Center, Clay.</i>
McElfresh, Mary Susanna, . . .	<i>Emporia, Lyon.</i>
McMahan, William Tecumseh Sherman, . . .	<i>Cleveland, Kingman.</i>
Meskimons, Alma Alice, . . .	<i>Emporia, Lyon.</i>
Midkiff, Asbury Clark, . . .	<i>Council Grove, Morris.</i>
Miller, Della May, . . .	<i>Emporia, Lyon.</i>

NAME.	POST OFFICE — COUNTY.
Miller, Jacob Schnell, . . . .	<i>Gale, Marion.</i>
Milner, Hilda, . . . .	<i>Kinsley, Edwards.</i>
Minor, Mary Ellen, . . . .	<i>Emporia, Lyon.</i>
Moon, Ina L., . . . .	<i>Emporia, Lyon.</i>
Moore, Laura Morris, . . . .	<i>Cottonwood Falls, Chase.</i>
Murdoch, Lester Hughes, . . . .	<i>Humboldt, Allen.</i>
Murray, Charles Neil, . . . .	<i>Plumb, Lyon.</i>
Murray, Georgiana, . . . .	<i>Boling, Leavenworth.</i>
Naff, Maggie, . . . .	<i>Agnes City, Lyon.</i>
Neely, Della, . . . .	<i>Wichita, Sedgwick.</i>
Norris, Rose, . . . .	<i>Peru, Chautauqua.</i>
Park, Edith Olive, . . . .	<i>Elmdale, Chase.</i>
Price, Ada Lee, . . . .	<i>Cherokee, Crawford.</i>
Raitinger, Clara Louise, . . . .	<i>Penfield, Osage.</i>
Reed, William Wallace, . . . .	<i>Nickerson, Reno.</i>
Reninger, John Elmer, . . . .	<i>Burlingame, Osage.</i>
Rice, Alta Elmina, . . . .	<i>Emporia, Lyon.</i>
Roberts, Mabel S., . . . .	<i>McCune, Crawford.</i>
Rogers, William Arlington, . . . .	<i>Air, Lyon.</i>
Romigh, Alice, . . . .	<i>Cottonwood Falls, Chase.</i>
Romigh, Nancy Ophelia, . . . .	<i>Cottonwood Falls, Chase.</i>
Ross, Fred, . . . .	<i>Billertown, Lyon.</i>
Rossmann, Henry August, . . . .	<i>Block, Miami.</i>
Rubow, Alice Henrietta, . . . .	<i>Seranton, Osage.</i>
Rubow, Laura Anna, . . . .	<i>Seranton, Osage.</i>
Sanders, Spencer Elmer, . . . .	<i>Kingman, Kingman.</i>
Scarr, James Henry, . . . .	<i>Miltonvale, Cloud.</i>
Schaffranski, Gustavus Adolphus, . . . .	<i>Ada, Ottawa.</i>
Scott, Anna Mary, . . . .	<i>Little River, Rice.</i>
Scott, Edna Elizabeth, . . . .	<i>Little River, Rice.</i>
Scott, Frank Harvey, . . . .	<i>Larned, Pawnee.</i>
Scott, Sedgwick Albertus, . . . .	<i>Larned, Pawnee.</i>
Sheetz, Mary Eugenia, . . . .	<i>Allen, Lyon.</i>
Sheldon, Minnie Minerva, . . . .	<i>Emporia, Lyon.</i>
Smith, John Retter, . . . .	<i>Kansas City, Wyandotte.</i>
Smith, Laura, . . . .	<i>Potwin, Butler.</i>
Smith, Ollie Amelia, . . . .	<i>Emporia, Lyon.</i>
Smith, Richie Josephine, . . . .	<i>Emporia, Lyon.</i>
Snodgrass, William C., . . . .	<i>Gordon, Butler.</i>
Snow, Mary Alberta, . . . .	<i>Annely, Harvey.</i>
Sowers, Minnie Isabell, . . . .	<i>Floyd Church, Virginia.</i>
Stout, Martha J., . . . .	<i>Alden, Rice.</i>
Strong, Clarence Weston, . . . .	<i>Magnolia, Sedgwick.</i>

NAME.	POST OFFICE—COUNTY.
Stubbs, Elda, . . . . .	<i>Barclay, Osage.</i>
Sutton, John Richard, . . . . .	<i>Greeley, Anderson.</i>
Sutton, Lucy Isabelle, . . . . .	<i>Greeley, Anderson.</i>
Swank, Annie Linscott, . . . . .	<i>Melvern, Osage.</i>
Taylor, Julius Calisto, . . . . .	<i>Scandia, Republic.</i>
Taylor, Mary Emma, . . . . .	<i>Belleville, Republic.</i>
Topping, Kittie A., . . . . .	<i>Hallowell, Cherokee.</i>
Town, Robert E., . . . . .	<i>Nogales, Arizona.</i>
Turner, Thomas Corwin, . . . . .	<i>Madison, Greenwood.</i>
Turner, Perley D., . . . . .	<i>Florence, Marion.</i>
Tyler, Anna Blanche, . . . . .	<i>Emporia, Lyon.</i>
Van Horne, Leona Almira, . . . . .	<i>Colwich, Sedgwick.</i>
Walbright, Nannie, . . . . .	<i>Minneapolis, Ottawa.</i>
Wall, Abraham J., . . . . .	<i>Marion, Marion.</i>
Wallace, Margery, . . . . .	<i>Waterloo, Kingman.</i>
Walworth, Roena, . . . . .	<i>Grenola, Elk.</i>
Wellington, Minnie Blanche, . . . . .	<i>Parsons, Labette.</i>
Wells, Jacob Harry, . . . . .	<i>Vandalia, Ohio.</i>
Whitaker, Mattie E., . . . . .	<i>Chetopa, Labette.</i>
Wilcox, Chester Gould, . . . . .	<i>Centropolis, Franklin.</i>
Williams, Ionia, . . . . .	<i>Bittlertown, Lyon.</i>
Wilson, James Allen, . . . . .	<i>Emporia, Lyon.</i>
Wilson, Nora, . . . . .	<i>Onaga, Pottawatomie.</i>
Witbeck, Fannie, . . . . .	<i>Andale, Sedgwick.</i>
Woodruff, Clara, . . . . .	<i>Rago, Kingman.</i>
Wooster, Lizzie E., . . . . .	<i>Beloit, Mitchell.</i>

IRREGULAR AND SPECIAL STUDENTS.

Adams, John Quincy, . . . . .	<i>Cain City, Rice.</i>
Bramhall, Ethel, . . . . .	<i>Vinton, Benton.</i>
Brown, Elmira P., . . . . .	<i>Atchison, Atchison.</i>
Brown, Ora, Chilnissæ, . . . . .	<i>Peabody, Marion.</i>
Burns, Flora Ellen, . . . . .	<i>Oskaloosa, Jefferson.</i>
Comstock, Lila Ann, . . . . .	<i>Peabody, Marion.</i>
Cooksey, John R., . . . . .	<i>Williamsburg, Coffey.</i>
Cunningham, Maud, . . . . .	<i>Emporia, Lyon.</i>
Dean, Mary, . . . . .	<i>Russell, Russell.</i>
Dyche, Jennie, . . . . .	<i>Baker, Brown.</i>
Ely, George W., . . . . .	<i>Auburn, Shawnee.</i>

NAME.	POST OFFICE — COUNTY.
Fulcher, Ada Bearpark,	Topeka, Shawnee.
Hope, Anna,	Clearwater, Sedgwick.
Hinds, Sadie Catharine,	Turon, Reno.
Huggins, William Lloyd Garrison,	Wellington, Sumner.
Lester, Lucy Ettie,	Ottawa, Franklin.
List, Florence Belle,	Auburn, Shawnee.
McIntosh, Kittie,	Oskaloosa, Jefferson.
McPherson, William,	Gardner, Johnson. [1a, O.
Miller, Maynard Everett,	South New Lynnne, Ashtabu-
Morris Lucy Lillie,	Junction City, Davis.
Porter, Albert Newton,	Delphos, Ottawa.
Powell, Ada Frances,	Carlyle, Allen.
Rigler, Lizzie,	Sedan, Chautauqua.
Skinner, Everton Thomas,	Beverly, Lincoln.
Smith, Alice C.,	Oskaloosa, Jefferson.
Strain, Augustin Sackett,	Emporia, Lyon.
Stubbs, Ella Mae,	Barclay, Osage.
Turner, Marie,	Pontiac, Butler.
Wherland, Williamina,	Centralia, Nemaha.
Wimer, Thomas Edward,	Wayne, Republic.
Wyatt, Tillie,	Osage City, Osage.

## KINDERGARTEN AND PRIMARY METHODS.

### SPECIAL COURSE — (FULL TIME.)

Campbell, Mary Franc,	Lyndon, Osage.
Coffman, Alice Eudora,	Jewell, Jewell.
Dodge, Julia Fannie,	Ottumwa, Coffey.
Howland, Mary McLean,	Abilene, Dickinson.
Jackson, Alice,	New Albany, Wilson.
Jacob, Isabella,	Neosho Rapids, Lyon.
Jones, Kate,	Delphos, Ottawa.
Jullien, Louise C.,	Wyandotte, Wyandotte.
Morden, Lucena Mandana,	Humboldt, Richardson, Neb.
Peet, Martha Evangeline,	Delphos, Ottawa.
Schenck, Nannie May,	Osage City, Osage.
Smith, Nettie May,	Garden City, Finney.
Wohlford, Sophia Catherine,	Centralia, Nemaha.

SPECIAL COURSE—(PART TIME.)

NAME.	POST OFFICE—COUNTY.
Amey, Mrs. Henry, . . . . .	Anthony, Harper.
Braucht, Florence, . . . . .	Humboldt, Allen.
Chambers, Nettie, . . . . .	Humboldt, Allen.
Dean, Mary. . . . .	Russell, Russell.
Dunmire, Alice, . . . . .	Armourdale, Wyandotte.
Ellis, Jennie, . . . . .	Beloit, Mitchell.
Mathis, Marie Ursule, . . . . .	Wichita, Sedgwick.
Montgomery, Sadie Letitia, . . . . .	Centralia, Nemaha.
Patrick, Emma Maria, . . . . .	Concordia, Cloud.
Patty, Anna, . . . . .	Emporia, Lyon.
Smith, Mary M., . . . . .	Independence, Montgomery.
Young, Bessie Bell, . . . . .	Emporia, Lyon.

GRAMMAR SCHOOL, SENIORS.

Bloomhuff, Clara Jane, . . . . .	Emporia, Lyon.
Carr, Lillian Frances, . . . . .	Emporia, Lyon.
Clarke, Elva Enola, . . . . .	Emporia, Lyon.
Clarke, Etta Idell, . . . . .	Emporia, Lyon.
Collier, Katie Catharine, . . . . .	Huntsville, Reno.
Davis, Maggie, . . . . .	Emporia, Lyon.
DeCamp, Maude Alice, . . . . .	Emporia, Lyon.
Ely, James Emanuel, . . . . .	Auburn, Shawnee.
Foster, Finnie, . . . . .	Jewell, Jewell.
Gause, Alta Mae, . . . . .	Emporia, Lyon.
Giger, Ulasla Henrietta, . . . . .	Emporia, Lyon.
Gordon, Clara. . . . .	Baker, Brown.
Hodges, Mary Emma, . . . . .	Greystone, Wilson.
Holderness, Henry Nelson, . . . . .	Emporia, Lyon.
Howard, Wilbert, . . . . .	Scott City, Scott.
Jones, Anna Grace, . . . . .	Emporia, Lyon.
Jones, David Peter, . . . . .	Emporia, Lyon.
Liggett, Florence Jane, . . . . .	Emporia, Lyon.
Liggett, Roy, . . . . .	Emporia, Lyon.
Orr, William James, . . . . .	Olathe, Johnson.
Park, George, . . . . .	Elmdale, Chase.
Reinhart, Hanna Louisa, . . . . .	Grantfork, Illinois.
Smith, Hiram, . . . . .	Emporia, Lyon.
Spence, Mary Olive, . . . . .	Emporia, Lyon.
Slocum, Eva Belle, . . . . .	Emporia, Lyon.



NAME.	POST OFFICE—COUNTY.
Stahl, Alexander Michael, . . . .	<i>Auburn, Shawnee.</i>
Stowe, Lillie Oril, . . . .	<i>Pleona, Reno.</i>
Trees, Lillie May, . . . .	<i>Madison, Greenwood.</i>
Vanness, Jennie Louisa, . . . .	<i>Emporia, Lyon.</i>
Weaver, Anna Grace, . . . .	<i>Emporia, Lyon.</i>
Wilhite, Etta Belle, . . . .	<i>Emporia, Lyon.</i>
Wilson, Ida Lena, . . . .	<i>Madison, Greenwood.</i>
Wilson, Ida May, . . . .	<i>Glasco, Cloud.</i>
Young, Joseph Henry, . . . .	<i>Sappaton, Rawlins.</i>

## SPECIAL MUSIC PUPILS.

Adams, George Irving, . . . .	<i>Morantown, Allen.</i>
Armor, Gladdis, . . . .	<i>Emporia, Lyon.</i>
Bacon, Lizzie Hope, . . . .	<i>Morantown, Allen.</i>
Berkey, Mary Lillian, . . . .	<i>Winfield, Cowley.</i>
Bruce, Hattie Louisa, . . . .	<i>Wyandotte, Wyandotte.</i>
Carter, Charles Clive, . . . .	<i>Auburn, Shawnee.</i>
Cox, Mabel, . . . .	<i>Altoona, Wilson.</i>
Christiancy, Harvey, . . . .	<i>Emporia, Lyon.</i>
Culver, Etta Agnes, . . . .	<i>Pontiac, Livingston, Ill.</i>
Daniels, Mary Etta, . . . .	<i>McPherson, McPherson.</i>
Dillingham, Cora, . . . .	<i>Hiawatha, Brown.</i>
Dumbauld, Lida Mae, . . . .	<i>Strawn, Coffey.</i>
Eskridge, Mattie, . . . .	<i>Emporia, Lyon.</i>
Fauble, Ollie Genevieve, . . . .	<i>Perry, Jefferson.</i>
Fox, Mabel, . . . .	<i>Emporia, Lyon.</i>
Lowe, Jennie, . . . .	<i>Garden City, Finney.</i>
Madden, May Belle, . . . .	<i>Independence, Montgomery.</i>
Mason, Maud Eloise, . . . .	<i>Emporia, Lyon.</i>
Mathews, Ada, . . . .	<i>Hutchinson, Reno.</i>
McClintock, Charles William, . . . .	<i>Larned, Pawnee.</i>
Schofield, Helen, . . . .	<i>Napa, California.</i>
Scott, Sedgwick Albutus, . . . .	<i>Larned, Pawnee.</i>
Scott, Frank Harvey, . . . .	<i>Larned, Pawnee.</i>
Taylor, Luella, . . . .	<i>Emporia, Lyon.</i>
Taylor, Mary Emma, . . . .	<i>Belleville, Republic.</i>
Tyler, Anna Blanche, . . . .	<i>Emporia, Lyon.</i>
Vanness, Jennie Louisa, . . . .	<i>Emporia, Lyon.</i>
Wick, Myrta Lena, . . . .	<i>Detroit, Dickinson.</i>
Williams, Virginia, . . . .	<i>Roodhouse, Illinois.</i>
Wooster, Lizzie E., . . . .	<i>Beloit, Mitchell.</i>

# MODEL DEPARTMENT.

## GRAMMAR SCHOOL.

### EIGHTH YEAR—A DIVISION.

NAME.	POST OFFICE—COUNTY.
Ayers, Burton William,	Mansfield, Wabaunsee.
Brewer, Corinne Blanche,	Emporia, Lyon.
Brown, Alice Elizabeth,	Carbondale, Osage.
Butler, Mary E.,	Barclay, Osage.
Childers, Eunice Rosecleer,	Emporia, Lyon.
Chandler, Leo Nettie,	Dunlap, Morris.
Cochran, Ralph,	Emporia, Lyon.
Currie, Frederick Wentworth,	Emporia, Lyon.
Davy, Norman Thorp,	Emporia, Lyon.
Dillingham, Cora,	Hiawatha, Brown.
Funk, Cora B.,	Emporia, Lyon.
Galbreath, Ola,	Ryan, Rush.
Hamill, John Smith,	Fairmount, Leavenworth.
Howard, Benjamin Franklin,	Cottonwood Falls, Chase.
Hunt, Kate,	Emporia, Lyon.
Mahan, Clara,	Herrington, Dickinson.
McCandliss, Edith May,	Barnard, Mo.
McClintock, Charles,	Larned, Pawnee.
McClure, Edwin,	Madison, Greenwood.
McIlvain, Charles,	Hartford, Lyon.
Metzger, George Edward,	Emporia, Lyon.
Minor, Nannie Jane,	Emporia, Lyon.
Morris, William Wallace,	Junction City, Davis.
Murphy, Ellsworth,	Eugene, Ford.
Northington, Carrie Smith,	Emporia, Lyon.
Palmer, Ned Amer,	Peabody, Marion.
Pearce, John Wilbur,	Emporia, Lyon.
Peck, Ida,	Emporia, Lyon.
Ray, Webster,	Delavan, Morris.
Roche, Catharine,	Virgil, Greenwood.
Rogers, Hattie Belle,	Colwich, Sedgwick.
Saffer, Charles Edgar,	Emporia, Lyon.
Simpson, Jesse,	Wyckoff, Lyon.
Thomas, Loy Myron,	Emporia, Lyon.
Thompson, Lida,	Emporia, Lyon.

NAME.	POST OFFICE—COUNTY.
Vogt, David Adolph, . . . . .	<i>Christian, McPherson.</i>
Wilhite, Luke, . . . . .	<i>Emporia, Lyon.</i>
Williams, Elmer, . . . . .	<i>McPherson, McPherson.</i>

## B DIVISION.

Ames, Ira Thomas, . . . . .	<i>Americus, Lyon.</i>
Atyeo, Albert, . . . . .	<i>Emporia, Lyon.</i>
Barrett, Elbersen, . . . . .	<i>Melvern, Osage.</i>
Brown, Chloe Leland, . . . . .	<i>Emporia, Lyon.</i>
Heagler, John Morrill, . . . . .	<i>Emporia, Lyon.</i>
Higbee, Louis Lamont, . . . . .	<i>Emporia, Lyon.</i>
Hubbard, Oliver Preston, . . . . .	<i>Corbin, Sumner.</i>
Jackson, Clara Belle, . . . . .	<i>Arkansas City, Cowley.</i>
Mann, John A., . . . . .	<i>Cottonwood Falls, Chase.</i>
Marshall, Maude, . . . . .	<i>Emporia, Lyon.</i>
McGee, William Johnson, . . . . .	<i>Perth, Sumner.</i>
Osborn, Edwin Gould, . . . . .	<i>Emporia, Lyon.</i>
Phillips, Walter Abbott, . . . . .	<i>Emporia, Lyon.</i>
Samuel, John Reese, . . . . .	<i>Emporia, Lyon.</i>
Searcy, Florence, . . . . .	<i>Americus, Lyon.</i>
Silver, Herbert Edwin, . . . . .	<i>Emporia, Lyon.</i>
Smith, Henry Elmer, . . . . .	<i>Plumb, Chase.</i>
Turner, Mrs. Catherine, . . . . .	<i>Galva, McPherson.</i>
Van Horne, Lauretta Viola, . . . . .	<i>Colwich, Sedgwick.</i>
Werts, Sarah Etta, . . . . .	<i>Burlington, Coffey.</i>

## SEVENTH YEAR.

Alexander, Maggie Elizabeth, . . . . .	<i>Emporia, Lyon.</i>
Baxter, Thomas, . . . . .	<i>Emporia, Lyon.</i>
Blenkarn, Lillian Emily Frances, . . . . .	<i>Oswego, Labette.</i>
Crow, Joseph Wallace, . . . . .	<i>Dunlap, Morris.</i>
Foreman, Elbert S., . . . . .	<i>Marshalltown, Iowa.</i>
Freeman, John, . . . . .	<i>Emporia, Lyon.</i>
Harris, William Harvey, . . . . .	<i>Emporia, Lyon.</i>
Higbee, Rosa Arrillah, . . . . .	<i>Emporia, Lyon.</i>
Johnson, Nelson, . . . . .	<i>Russell, Russell.</i>
Kelso, Anna Rebecca, . . . . .	<i>Emporia, Lyon.</i>
King, Grace Adeline, . . . . .	<i>Emporia, Lyon.</i>
Kretsinger, William Samuel, . . . . .	<i>Emporia, Lyon.</i>
Lee, Carrie Amanda, . . . . .	<i>Emporia, Lyon.</i>
Lindley, Margaret, . . . . .	<i>Glasco, Cloud.</i>
Loughlin, Lillie Ann, . . . . .	<i>Emporia, Lyon.</i>
Martindale, Howard Fordice, . . . . .	<i>Madison, Greenwood.</i>
Mallory, Lettie Pearl, . . . . .	<i>Emporia, Lyon.</i>



NAME.	POST OFFICE—COUNTY.
Mullins, Frank C., . . . .	<i>Junction City, Davis.</i>
Metzger, Anna May, . . . .	<i>Emporia, Lyon.</i>
Rogler, Catharine Annie, . . . .	<i>Matfield Green, Chase.</i>
Schofield, Helen Georgia, . . . .	<i>Napa, Cal.</i>
Sheldon, Nina Belle, . . . .	<i>Emporia, Lyon.</i>
Sisler, Della Jarret, . . . .	<i>Emporia, Lyon.</i>
Sisler, Edna Sells, . . . .	<i>Emporia, Lyon.</i>
Sonnedecker, Lillie Belle, . . . .	<i>Emporia, Lyon.</i>
Wilson, Elsie, . . . .	<i>Emporia, Lyon.</i>
Wilson, Lulu, . . . .	<i>Emporia, Lyon.</i>
Wilson, Mary, . . . .	<i>Glasco, Cloud.</i>
Wright, Eugene Harvey, . . . .	<i>Emporia, Lyon.</i>

SIXTH YEAR.

Blenkarn, Osborn Edward A., . . . .	<i>Gaylord, Smith.</i>
Bruce, Robert Richmond, . . . .	<i>Wichita, Sedgwick.</i>
Burket, Ottie, . . . .	<i>Kingman, Kingman.</i>
Christiancy, Harvey Lear, . . . .	<i>Emporia, Lyon.</i>
Coffman, Hattie Maria, . . . .	<i>Emporia, Lyon.</i>
Crowe, Charles, . . . .	<i>Dunlap, Morris.</i>
Fox, Flora Mabel, . . . .	<i>Emporia, Lyon.</i>
George, Thomas Gardner, . . . .	<i>Fontenac, Chautauqua.</i>
Griffith, Esther, . . . .	<i>Emporia, Lyon.</i>
Hall, Walter, . . . .	<i>Emporia, Lyon.</i>
Hibben, Ralph Randolph, . . . .	<i>Emporia, Lyon.</i>
Howard, Fred Erwin, . . . .	<i>Scott City, Scott.</i>
Jones, Maude Augusta, . . . .	<i>Emporia, Lyon.</i>
Jones, Edith Pauline, . . . .	<i>Emporia, Lyon.</i>
Kemp, Charles Holderman, . . . .	<i>Dayton, Ohio.</i>
McMillan, Clara, . . . .	<i>Emporia, Lyon.</i>
Martindale, George William Curtis, . . . .	<i>Madison, Greenwood.</i>
Norton, Lucy, . . . .	<i>Emporia, Lyon.</i>
Smith, Maude Matilda, . . . .	<i>Emporia, Lyon.</i>
Tomlinson, Maggie May, . . . .	<i>Emporia, Lyon.</i>
Wharton, Eddie Jasua, . . . .	<i>Emporia, Lyon.</i>
Wilson, Grace Ella, . . . .	<i>Emporia, Lyon.</i>

FIFTH YEAR.

Armor, Gladdis, . . . .	<i>Emporia, Lyon.</i>
Baxter, Eva Maud, . . . .	<i>Emporia, Lyon.</i>
Buckwalter, Frank Brinton, . . . .	<i>Emporia, Lyon.</i>
Crowe, Thomas Bennett, . . . .	<i>Emporia, Lyon.</i>
Culley, Anna May, . . . .	<i>Emporia, Lyon.</i>
Cunningham, Ella, . . . .	<i>Emporia, Lyon.</i>

NAME.	POST OFFICE—COUNTY.
Douglass, Arlie.	Farlinville, Linn.
Eskridge, Mezzie.	Emporia, Lyon.
Evans, Thomas John,	Emporia, Lyon.
George, William,	Emporia, Lyon.
George, Thomas,	Emporia, Lyon.
Gilman, Archie Eugene,	Ewing, Lyon.
Hibben, Jennie,	Emporia, Lyon.
Hogue, Louise,	Emporia, Lyon.
Lewis, Rose C. S.,	Emporia, Lyon.
Meredith, John Ireland,	Emporia, Lyon.
Seward, William Elias,	Ellinwood, Barton.
Taylor, Jessie Minerva.	Emporia, Lyon.
Taylor, Luella,	Emporia, Lyon.
Thomas, Jennie.	Emporia, Lyon.
White, Fred,	Emporia, Lyon.

### INTERMEDIATE.

#### A CLASS.

Alexander, Raymond.	Ford, Jessie.	McMurtrie, Kittie.
Branham, Clara.	Foreman, Mamie.	Norton, Harrie.
Camp, Maud,	Giger, Eddie.	Pruyn, Fred.
Coffman, Hayes.	Harris, Fred.	Reynolds, Maggie.
Coons, Bertha.	Howard, Katie.	Silver, Cora.
Domm, Hattie.	Kretsinger, Maggie.	Turner, Florence.
Fife, Ella.	Lewis, Florence.	

#### B CLASS.

Atyeo, Lydia.	Evers, Lena.	McCoy, Walter.
Bird, Maud.	Gatewood, May.	Newman, Bertha.
Bishop, Howard.	Griffith, George.	Rich, Minnie.
Brewer, Louis.	Hansel, Richard.	Sawyer, Madge.
Coffman, Lyman.	Loy, Florence.	Tomlinson, Katie.
Coleman, Lonnie.	McCarty, Carrie.	Wilson, Louis.

#### C CLASS.

Cunningham, Ralph.	Kellogg, Charles.	Snodgrass, Persis.
Evers, John.	Langellier, Josilla.	Stubbs, Mabel.
Foreman, Anna.	Little, Nellie.	Taylor, Kittie.
Gilchrist, Frankie.	Raden, Inda.	Thomas, Gladys.
Hogue, Carl.	Robinson, Ed.	Walters, Melburn.
Jones, Athelstan.	Sadler, Everit.	Warfield, Clyde Fletcher.

D CLASS.

Bailey, Alfred.	Harwood, Carl.	Idleman, Pearl.
Hale, Ina.	Holiday, Lillie.	McCarty, Eva.
Hamilton, Millie,	Humble, Roy.	

SUMMARY OF ATTENDANCE.

Fourth year, Seniors,	23
Juniors,	10
Third year,	6
Second year,	82
First year,	290
Irregular and Special Students,	32
Promoted from Grammar School,	34
Specials in Kindergarten Methods,	25
Special Music Pupils,	30
	— 532
Counted twice,	31
	— 501
Model Department:	
Grammar,	130
Intermediate,	64
Primary and Kindergarten,	51
	— 245
Total for the year,	746

## COURSES OF STUDY.

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### NORMAL DEPARTMENT.

(Each term continues 20 weeks.)

#### FIRST TERM.

Arithmetic, 20 weeks.  
Declamation, weekly.  
Elocution, 20 weeks.  
Geography, 20 weeks.  
Grammar, 20 weeks.

#### SECOND TERM.

Algebra, 20 weeks.  
Book-keeping, 10 weeks.  
Declamation, weekly.  
Drawing, 10 weeks.  
History, United States, 10 weeks.  
Penmanship, 10 weeks.  
Rhetoric, Elements of, 20 weeks.

#### THIRD TERM.

Algebra, 20 weeks.  
Botany, 20 weeks.  
Drawing, 10 weeks.  
Essay, weekly.  
Latin.\*  
Music, 10 weeks.

#### FOURTH TERM.

Drawing, 10 weeks.  
Essay, weekly.  
Geometry, 20 weeks.  
Latin.\*  
Music, 10 weeks.  
Physics, 20 weeks.

#### FIFTH TERM.

Chemistry, 20 weeks.  
English Literature, 20 weeks.

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\*Studies from the fifth and sixth terms may be substituted for Latin.

Latin (optional with any other fifth-term subject).  
Trigonometry and Surveying, 20 weeks.  
Zoölogy, 20 weeks.

## SIXTH TERM.

General History, 20 weeks.  
Geology, 20 weeks.  
Latin (optional with any other sixth-term subject).  
Political Economy, 20 weeks.

## SEVENTH TERM.

Methods of Teaching, 10 weeks.  
Mental Science, 20 weeks.  
Teaching and Criticism, 20 weeks.  
Oration, weekly.  
Physiology and Hygiene, 20 weeks.  
School Economy and Management, 10 weeks.

## EIGHTH TERM.

Civil Law, 8 weeks.  
History of Education, 20 weeks.  
Philosophy of Education, 10 weeks.  
Oration, weekly.  
Outlines and Reviews, 20 weeks.  
Teaching and Criticism, 20 weeks.  
Kindergarten and Primary Methods, 10 weeks.

Classes in Orthography occupy the time for general exercises indicated on the program, during part of each term.

Exercises in Calisthenics throughout each course. During a part, or all of the last year, students conduct classes in Calisthenics under the supervision of the Director in Training.

At the opening of each term, the class in first-term subjects is divided into two sections. The first section, composed of pupils ranking above the average in the entrance examinations, reviews each subject rapidly, completing the work in ten weeks. The second section completes the subjects in the time indicated on the preceding page. Pupils in the first section failing to complete the work satisfactorily, enter the second at the expiration of ten weeks. The first section enters half-term subjects which begin with the second half of the term. Pupils in the first section are thus enabled to review and complete Arithmetic, Political Geography, Grammar, and Drawing B, the first half of the term; and Elocution, Physical Geography, U. S. History, and School Management the last half: if it be the second term, Civil Law in place of Management. A special class in Physiology is formed

at the beginning of the second half of each term. Pupils are permitted to enter it in place of the class in Management or Civil Law, if they elect.

THE COURSES TABULATED ALPHABETICALLY.

The † indicates when the subject is studied.

<i>Studies.</i>	<i>First Year.</i>		<i>Second Year.</i>		<i>Third Year.</i>		<i>Fourth Year.</i>		<i>Weeks.</i>
	<i>A.</i>	<i>B.</i>	<i>C.</i>	<i>D.</i>	<i>E.</i>	<i>F.</i>	<i>G.</i>	<i>H.</i>	
Arithmetic .....	†								20
Algebra .....		†	†						40
Book-keeping.....		†							10
Botany.....			†						20
Calisthenics .....	†	†	†	†	†	†	†	†	20
Chemistry.....					†				8
Civil Law.....								†	40
Declamation (weekly)...	†	†							30
Drawing .....		†	†	†					20
Elocution .....	†								20
English Literature.....					†				20
Essay (weekly).....			†	†					40
General History .....						†			20
Political Geography.....	†								10
Physical Geography.....		†							10
Geology.....						†			20
Geometry .....				†					20
Grammar and Composition.....	†								20
History, U. S.....	†								10
History of Education .....								†	20
Latin (optional)*.....			†	†	†	†			80
Methods of Teaching.....							†		10
Mental Science.....							†		20
Music.....			†	†					20
Oration (weekly).....					†	†	†	†	40
Outlines and Reviews.....								†	20
Philosophy of Education.....								†	10
Penmanship.....		†							10
Physics and Meteorology.....				†					20
Physiology and Hygiene.....							†		20
Political Economy.....						†			20
Rhetoric, Elements of.....		†							20
School Economy and Management.....							†		10
Teaching and Criticism.....							†	†	40
Trigonometry and Surveying .....					†				20
Zoölogy.....					†				20

\* Latin is optional with third-year subjects, term for term.



EXPLANATION OF THE COURSES OF STUDY.


**ELEMENTARY COURSE.**—This course consists of the first, second, and fourth years' work.

**ENGLISH COURSE.**—This course consists of all the work of the four years; also special drill in methods of grading and superintending schools.

**LATIN COURSE.**—This course is the same as the English, with Latin substituted for the designated subjects.

**THE ACADEMIC COURSE** consists of the first three years' work. A **CERTIFICATE** of graduation is given on the completion of this course. It is not a certificate to teach.

To graduate in one of the above courses, students must pass a final examination in each subject, with a standing of 80 per cent., and must take teaching and criticism (except in the Academic Course), in the Model Department, one hour per day for forty weeks, or its equivalent. Students are admitted to any term or year on examination.

 No final examinations, except in course, will be given candidates for graduation within ten weeks preceding Commencement Day.

Students who present certificates of honorable dismissal from the State University, or the State Agricultural College, will without examination be credited with such **CLASS** records as are 80 per cent. or above.

DIPLOMAS.

Students completing any one of the first three courses named above are granted the diploma of the School, which, *by law, is a life certificate to teach in the schools of Kansas.*

SPECIAL FEATURES.

By examining the course of study, it will be seen that the strictly professional branches are grouped in a single year.

Each subject in the first and second years is taught every term. The same is true of some of the subjects in the last year. This enables students to enter at the beginning of the second term with as great advantage as at the beginning of the first.

Diplomas are awarded students completing the course at the end of the first term in each year, though there is but one regular Commencement day. Members of the January class take part with the June class in the exercises of Commencement week.

LIST OF TEXT-BOOKS USED.

Algebra, Wentworth; Arithmetic, Wentworth & Hill; Book-keeping, Bryant & Stratton's High School; Botany, Gray; Constitution, Andrews; Drawing, Prang's American Text, White's Texts; Elocution, Kidd and Monroe; English Literature, Welsh; Etymology, Swinton; Political

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Geography, Appleton; Physical Geography, Maury and Guyot; Geology, Dana; Geometry, Wentworth; Grammar, Greene; History, U. S., Johnston; History, General, Swinton; Latin Grammar, Allen & Greenough; Methods, Wickersham; Music, Appleton's Series; Philosophy of Education, Rosenkranz; Penmanship, Spencerian; Physics, Gage; Physiology, Martin's Human Body (unabridged); Political Economy, Wayland; Psychology, Mahan; Rhetoric, Elements and Science, Hill; School Economy, Wickersham; Zoölogy, Tenney's Text.

Students are advised to bring their old text-books with them, as they will be useful for reference. Books needed in class-work will be furnished to Normal students by the dealers at wholesale prices. "A book worth studying is worth owning," and therefore only reference books are furnished by the institution.



## PROGRAM OF RECITATIONS.

## NORMAN DEPARTMENT—FIRST TERM.

[illegible]

SECOND TERM.

Devotional and General Exercises.									
8:10 A. M.									
8:35 A. M.		Arithmetic, A-1.	Latin, E.	Physiology.*	Drawing, C.	El. Rhet., B-1.		Music, C.	Arith., A.
9:20 A. M.	Phil. of Ed., H. Civil Law, H.	Algebra, C.		Political Economy, F.	Drawing, D.	El. Rhetoric, B.		Music, D.	
10:05 A. M.	Outlines, H.	Algebra, B.	Latin, D.		Descriptive Geography, A.	Hist. U. S., A.			Botany, C.
10:50 A. M.									
11:00 A. M.	Hist. of Ed., H.	Algebra, B-1.	Latin, F.	Physics, D.	Drawing, B.	Grammar, A.			Physical Geog., B-1.
11:50 A. M.		Geometry, D.	Latin, C.	Physiology, G.	Penmanship, B. Book-keeping, G.	Grammar, A-1.			Geology, F.

\*Special Class, last half of term.

## GENERAL INFORMATION.

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### PURPOSES OF THE SCHOOL.

The purposes of the School are best set forth in the act of the Legislature, entitled "An act to establish, locate and endow a State Normal School:" "That there be and is hereby established and permanently located at the town of Emporia, Lyon county, a State Normal School, the exclusive purposes of which shall be the instruction of persons, both male and female, in the art of teaching and in all the various branches that pertain to a good common-school education, and in the mechanic arts, and in the arts of husbandry and agricultural chemistry, and in the fundamental laws of the United States, and in what regards the rights and duties of citizens," etc.

The course of study and methods of teaching in the Normal School are based upon the following principles:

1. That proficiency in the art of teaching is dependent upon a thorough knowledge of the fundamental principles of the science.
2. That every teacher should possess a historical as well as a philosophical knowledge of the means by which a harmonious development of the physical, intellectual, and moral powers is secured.
3. That clear conceptions of methods can more readily be attained by an intelligent study of them in practical operation.
4. That our public schools are not practice-rooms for pedagogical novitiates, and that defects should be remedied and skill acquired in training schools supervised by competent critics.
5. That development should always be paramount to acquisition.
6. That economy and adaptability should be the test of a method.
7. That self-government should be the aim of all discipline.
8. That high moral character is one of the essential qualifications of the good teacher.
9. That unity of aims and methods is necessary to the economic and successful management of the school system of a state.
10. That a training secured in working with appliances chosen with method constantly in view always proves the most skillful.
11. That no teacher is properly equipped for his work who is not familiar with the various methods of utilizing the material about him for illustrating simple lessons in all the physical sciences.

## ITS RELATION TO THE PUBLIC SCHOOL SYSTEM OF THE STATE.

"In establishing requisites for certificates to teach, the State recognizes the importance of a certain grade of scholarship. It demands that teachers be measurably versed in the subjects which they propose to teach. In establishing the system of County Normal Institutes and the State Normal School, it also recognizes the importance of a knowledge of the science and of the art of teaching. So generally conceded is the necessity for the existence of a well-endowed and aggressive Normal School, that the real question which presents itself is that of its limits and of its relation to the public school system.

"As a professional school, its course of study is limited by the specific aim in view. Ability to appreciate and utilize a method, presupposes a thorough acquaintance with the subject-matter. There are certain general principles which govern instruction in every subject, but each makes many demands peculiar to itself. Our schools require teachers of some breadth of culture, some ability to reason. This can only be secured by a persistent and systematic course of training. As so large a per cent. of our pupils cannot pass immediately out of the academic into the professional work, and as they are unable to secure the instruction at home, it becomes necessary for us to assume that work. Advantage is taken of this opportunity to develop in large part methods of instruction in each particular branch. The pupil acquires knowledge from the standpoint of its educational application. Very soon after entering the classes the pupils begin to realize that the end of all this work is the independent, clear-headed, richly-endowed teacher. The course of study embraces such branches as experience has shown to be necessary in the development of a good English education.

"The experience of the past years confirms the wisdom of limiting the greater part of the special professional work to the last year of the course. In this year instruction is given in the science of mind, in physiology and the science of health, in school law, in civil law, in school methods, in school management, and in the science of education. One term is devoted to the history of education, including a somewhat exhaustive examination of educational theories and of the various educational systems of the world. Outlines for practical use in the school room are developed by each class. The work in teaching is well supplemented by a rational system of observation and criticism.

"It is readily seen how important a factor in the educational work of the State the Normal School may become. It supplies at once a great force of inquiring, intelligent teachers, and the means for discovering in a most practical way the nature, capabilities and growth of the child. No other institution so quickly reaches the schools in all parts of the State with the latest and best methods for illustration and development.

Its pupils—graduates and non-graduates—are found in almost every county, introducing approved methods and putting new life into the public schools. It is estimated that nearly 2,500 of our pupils have, for varying periods, actively engaged in teaching. Ninety-five per cent. of those now in the Normal Department have the profession in view. While the great body of teachers comes from the public schools themselves, the methods and policy of the system must in great measure be developed in the Normal School. Just now high schools are being organized in many of our towns, and hundreds of teachers are being imported from other States. With the establishment of the graded school comes the demand for competent teachers in the primary, in the intermediate and in the high-school departments, as well as in the superintendency. Nor is the demand confined to the city and village schools.

“There is too little system in school work generally. This is manifest in the strangely differing courses of study, in the varying standards for certificates, in the persistent use of old and worthless methods, in the reckless waste of time and money almost surely accompanying every change from one school to another. It is within the province of the Normal School, coöperating with the leading educators of the State, to unify all this work. The simplest principles of economy require it. A large proportion of the revenues goes to the support of the public schools, and yet the returns are far from being as satisfactory as they should be. Those countries having the best schools require that certificated teachers be versed in the theory and art of teaching. A few years’ experience in the school room may give a teacher this knowledge, but it is poor economy to pay him a salary and at the same time supply him with our own children to practice his crude theories upon. It is the duty of the Normal School to fit teachers to enter upon their work at once with some conception of its nature and its importance, with some assurance of immediate and wholesome results.

“As a normal school educates teachers, there should not be wanting every possible facility for illustration and for investigation. Every means should be at hand whereby knowledge in all of its varied departments could be secured with accuracy and dispatch. Time is precious. Every means in the way of laboratories, museums and libraries, which may be needed in a college to facilitate the acquisition of knowledge and promote breadth of scholarship, is demanded as imperatively here.

“The teacher who commands the respect of his pupils and patrons, who impresses his character upon the community in which he lives, who inspires the young to strive for nobler ideals of manhood, is the man of varied culture and liberal endowments. Where one occupying another sphere reaches a score, he reaches a hundred.”—*Extract from Report to the Governor.*



CONDITIONS OF ADMISSION.

Teachers holding first-grade certificates are admitted to the Normal Department without examination. The standard for the second, under the system of uniform examinations, has now become so satisfactory that teachers holding second-grade certificates are admitted, on condition, without examination.

Graduates holding diplomas from the following high schools are also admitted without examination:

<i>City.</i>	<i>Supt.</i>
Abilene, . . . . .	A. V. Jewett.
Arkansas City, . . . . .	J. C. Weir.
Atchison, . . . . .	F. M. Draper.
Beloit, . . . . .	Howard Clark.
Bunker Hill, . . . . .	J. R. Bickerdyke.
Burlington, . . . . .	H. C. Bosley.
Burrton, . . . . .	A. H. Newton.
Clay Center, . . . . .	F. J. Baker.
Centralia, . . . . .	O. M. Bowman.
Concordia, . . . . .	D. F. Hoover.
Emporia, . . . . .	J. E. Klock.
Eureka, . . . . .	L. C. Wooster.
Garnett, . . . . .	J. B. Robinson.
Hiawatha, . . . . .	O. C. Hill.
Humboldt, . . . . .	Jno. C. Hamm.
Independence, . . . . .	T. W. Conway.
Iola, . . . . .	A. S. Olin.
Junction City, . . . . .	G. W. Winans.
Lawrence, . . . . .	E. Stanley.
Leavenworth, . . . . .	John Cooper.
Manhattan, . . . . .	L. M. Fry.
Marion, . . . . .	B. D. Van Ostrand.
Minneapolis, . . . . .	C. W. Mills.
Newton, . . . . .	J. W. Cooper.
Olathe, . . . . .	B. S. McFarland.
Osborne, . . . . .	J. W. N. Whitecotton.
Rosedale, . . . . .	G. E. Rose.
Parsons, . . . . .	L. Tomlin.
Seranton, . . . . .	J. E. Jones.
Seneca, . . . . .	J. G. Schofield.
Topeka, . . . . .	D. C. Tillotson.
Wellington, . . . . .	W. M. Jay.
Wichita, . . . . .	M. Chidester.
Winfield, . . . . .	J. H. Hayes.

Other candidates for admission are required to pass a fair examination in the common branches—arithmetic, reading, geography, grammar, U. S. history, writing, and spelling, and must present a certificate of good moral character from the county superintendent, or from some responsible person to whom the candidate is well known.

Candidates are examined in Arithmetic, through the simpler applications of percentage. The questions are mainly upon *least common*

*multiple, greatest common divisor, fractions, compound numbers, and analysis.*

A sufficient knowledge of Geography for an entrance examination, and a basis of work in the Normal Department, includes detailed information upon one's county, State, and nation, the continents, the earth as a whole, measurements upon the earth, latitude and longitude, climatic changes, their causes, and the relations of natural resources to occupations.

In Grammar, candidates are required to give evidence of a general, practical knowledge of etymology, together with a fair understanding of the simple principles of syntax.

The examination in History embraces those portions of United States history known as The Period of Discovery, The History of the Colonies, and the Revolutionary War, (1492 to the operation of the Federal Constitution, 1789.)

Candidates are examined in Reading upon the elementary sounds of the language, upon the definitions of the most common terms employed, and upon their ability to interpret and read the ordinary selections found in our school books and newspapers.

Ability to write and spell at least fairly well, as shown in the examination papers on above subjects, is required.

Regular examinations for admission will be held on the first and second days of each term. For the accommodation of students entering later in the term, special examinations will be given on *Monday and Tuesday only* of each week. By order of the Regents, a fee of \$1 is charged for all such *special* examinations, except for those given on Monday and Tuesday of the eleventh week of each term. Candidates for advanced standing will be subject to same conditions.

#### FINAL EXAMINATIONS.

Candidates for advanced standing will be given final examination on any subject in the course, at the times and on the conditions named under "Conditions of Admission," which see. Each candidate will be required to give satisfactory evidence of a thorough acquaintance with the text-book designated in the list below, or with one of equivalent grade. No final examinations, except in course, will be given candidates for graduation within ten weeks of Commencement.

#### FEEs.

The incidental fee is \$5 per term of 20 weeks, payable in advance.

During the last year no fees are charged those who subscribe to the following declaration:

"I hereby solemnly declare, that my chief purpose in attending the State Normal School is to fit myself for teaching in the schools of Kansas; and I pledge myself to report to the President of the School, semi-annually, where I am and what I am doing, for three years after graduating at said institution."

Tuition in the Normal Department is free to all regular students; to others, \$8 per term. *Vide* mileage.

The tuition and incidental fee in the Model Department is \$5 per term.

No deduction will be made for a less time than one month.

No fees will be refunded except in case of protracted sickness; but in case of absence from other causes, the President may at his discretion credit unused balance on a future term.

#### BOARD.

Students find little difficulty in securing pleasant accommodations within easy reach of the building. Every effort is made to reduce expenses to the minimum. A late canvass shows that many students are paying \$3 and \$3.25 for board in private families, while a few pay \$3.50 to \$4 per week. Clubs are organized during the year, which report a reduction of about one-third from above rates. Those who board themselves reduce the cost about one-half. Several report the cost of self-boarding as low as \$1 per week. A careful comparison with the cost of living at other schools in the State, shows that students demanding the same kind of accommodations live with as little expense here as at any of them.

#### ROOMS.

Good unfurnished rooms, capable of accommodating from two to four students, rent for from \$2.50 to \$4 per month. Furnished rooms rent for from \$4.50 to \$6 per month.

#### SECOND-HAND STORES.

There are several good second-hand stores in the city, and students can buy and sell, at a loss about equal to rent of furniture and cooking utensils.

#### PROBABLE COST FOR A TERM OF TWENTY WEEKS.

Incidental fees, . . . . .	from \$0 to \$5
Board and fuel, . . . . .	" 25 " 60
Books, . . . . .	" 5 " 8
Washing, . . . . .	" 6 " 10
Total, . . . . .	" \$36 \$83

That the above estimate covers necessary expenses, may be seen from the reports of pupils attending the School. Of those who were self-boarding, average expense, all told, \$40.41; nearly one-third reported average expense, all told, as low as \$30; boarding in private families, average expense, all told, \$75.52.

#### MILEAGE.

All Normal students living outside of a radius of one hundred miles from Emporia may have necessary railroad fare beyond that limit re-

funded by the President of the Faculty, on presentation of receipts of agents from whom tickets are purchased.

Above fare is counted for one round trip only per year, and the rule applies only to those students paying incidental fee for the entire year.

Students in attendance and paying incidental fee for one full term, are entitled to have one-half of said extra fare refunded.

These rules apply only to those students living within the limits of the State of Kansas.

Nearly all students take advantage of these liberal provisions. Nearly one hundred received mileage last year.

#### BUILDING, APPARATUS, ETC.

The building is a stately and beautiful edifice, admirably adapted to the purposes of the School. It is now being enlarged by the addition of a wing on the west, at a cost of \$25,000. When this is finished, the main corridor will be one hundred and ninety feet long, and the entire building will contain fifty rooms, exclusive of closets and wardrobes, especially adapted to the wants of the School—making it one of the most complete and convenient buildings of the kind in this country. It is supplied with water from the city water works, with gas, electric bells, has telephonic communication with the city exchange, and is heated by steam. The laboratories for the departments of the natural sciences will be located in the new wing, and will be liberally furnished with the latest and best appliances for illustration and experimentation. The apparatus is already valuable, and will be largely increased for the coming year. The natural history collection is growing rapidly, and already requires more space for its accommodation.

Two rooms on the third floor will be set apart for a permanent exhibit of school work and school appliances. All of the grades will be represented, and the value of this exhibit can hardly be overestimated.

The library and reading room will occupy a handsome suite of three rooms on the second floor of the south end of the new wing. Our friends will be delighted with these beautiful and roomy quarters.

The music department will have two fine rooms on the third floor. The School now possesses four pianos and two organs, thus supplying a sufficient number of instruments to accommodate all who may wish to use them for practice. The department of drawing is well equipped with a full line of casts, reliefs, models, typical historical ornaments, illustrations of the various schools of architecture, photographs, etchings, engravings, stereopticon views, etc. With the opening of the new year a large addition will be made to this collection. It is conceded that no other Normal School west of New York possesses completer facilities for instruction in art. The department occupies two rooms on the second floor.



The rooms devoted to the Kindergarten and Model School are furnished with all the appliances in the way of modeling boards, sand pans, number rods, reading boxes, balances, measures, charts, maps, geometrical forms, gifts, books for little people, collections of the most common and most interesting minerals, etc. The Regents appreciate the value of the splendid line of helps now so generally regarded as essential in all primary and intermediate work, and make a liberal provision of them for the use of the pupil teachers.

The gymnasium is well supplied with apparatus for physical exercise in the way of dumb-bells, rings, wands, clubs, trapeze, etc.

What has been said of the facilities in a few of the departments, is equally true of all. The last Legislature appropriated nearly \$10,000 for new walks, fences, and other improvements, and for additions to library, apparatus, etc.

The profession is to be congratulated on the generous provisions the State is making for the higher education of its teachers.

#### LIBRARY.

As stated in another place, the library will next year be located in a handsome suite of rooms in the new wing. It contains nearly 2,000 volumes of choice books, most of them selected with special reference to the needs of the School. The list embraces a fine line of cyclopedias, lexicons, gazetteers, and educational reports; works on the theory, the art, and the history of education; and standard works on history, literature, science, philosophy, etc. Students have free access to all of the books, under such restrictions as will insure proper care. No one thing is more imperative in the education of teachers than a good professional library. The annual appropriation of \$500 for the purchase of new books, is rapidly making the library one of the most valuable features of the School. Students should not forget this in considering the State Normal School.

#### COURSE IN READING.

The following-named books are suggested for general reading during attendance at the School. It is thought that every pupil will find time each term to read at least two of the books named for his class. Some will be able to read them all:

*For the A Class.*—The Talisman, Scott; Forms of Water, Tyndall; History of the English People, Green; Longfellow's Poems; Gold Foil, J. G. Holland; Life of George Washington, Irving.

*For the B Class.*—Life of Thomas Jefferson, Parton; A Tale of Two Cities, Dickens; Conquest of Mexico, Prescott; Travels, Bayard Taylor; Orators and Oratory, Matthews; Lowell's Poems.

*For the C Class.*—Leonardo de Vinci; Ben Hur, Gen. Lew Wallace;

Beacon Lights of History, Lord; Essays, Addison; The Sun, Dr. A. C. Young; Tennyson's Poems.

*For the D Class.*—Romola, George Eliot; History of France, Guizot; Poems, Scott; Essays, Ruskin; The Queens of England, Strickland; Homes Without Hands, Wood.

*For the E Class.*—Last Days of Pompeii, Lytton; History of England, Macaulay; Poems, Goethe; Essays, Carlyle; Life of Oliver Cromwell, Carlyle; Sketches of Creation, Winchell.

*For the F Class.*—Les Miserables, Victor Hugo; Decline and Fall of the Roman Empire, Gibbon; Milton (English Men of Letters Series); Poems, Mrs. Browning; Essays, Emerson; Solar Physics, Proctor.

*For the G Class.*—Sans Souci, Mühlbach; Rise of the Dutch Republic, Motley; Poems, Milton; Essays, Macaulay; Life of Thos. Carlyle, Froude; The Atomic Theory, Wurtz.

*For the H Class.*—The Marble Faun, Hawthorne; History of the United States, Bancroft; Poetry, Shakespere; Essays, Bacon; Frederick the Great, Carlyle; Conservation of Energy, Balfour Stewart.

#### READING ROOM.

Our tables are liberally supplied with periodicals adapted to the general as well as to the special wants of the pupils. The publishers of the following papers have kindly placed the School upon their regular mailing list:

#### DAILIES.

The Beacon, Wichita.  
Capital, Topeka.  
Globe, Emporia.  
Journal, Topeka.

Monitor, Fort Scott.  
News, Emporia.  
Republican, Emporia.  
Republican, Burlington.

#### WEEKLIES AND MONTHLIES.

Advance, Chetopa.  
Advocate, Wichita.  
Beacon, Wichita.  
Call, Hartford.  
Catholic, Leavenworth.  
Courant, Howard.  
Chase County Courant, Cottonwood Falls.  
Critic, The, New York.  
Democrat, Emporia.  
Democrat, Howard.  
Dispatch, Clay Center.  
Electrical Review, New York.  
Eagle, Wichita.  
Globe and Torch, Cherryvale.  
Gazette, Wyandotte.  
Gazette, Sterling.  
Good Health, Battle Creek, Mich.  
Graphic, Sedan.  
Herald, Eureka.

Industrialist, Manhattan.  
Irish World, New York.  
Journal, Garnett.  
Journal, Ottawa.  
Journal, Salina.  
Kansas Telephone, Manhattan.  
Kansas Star, Olathe.  
Kansas Farmer, Topeka.  
Kansas Tribune, Independence.  
Musical Record, Boston, Mass.  
Messenger, Minneapolis.  
Post, Neosho Falls.  
Press, Girard.  
Prohibitionist, Lyons.  
Republican-Patriot, Burlington.  
Republican, El Dorado.  
Record, Russell.  
Review, Russell.  
Recorder, Holton.

Review, Mankato.  
Record, Marion.  
Register, Iola.  
Republican, McPherson.  
Review, Clifton.  
Scientific Arena, New York.  
Sentinel, Solomon City.  
Sentinel, Cherokee.  
Standard, Wichita.

Sumner County Press, Wellington.  
Teacher, Philadelphia.  
Times, Madison.  
Times, Milbrook.  
Union Signal, Chicago.  
Walnut Valley Times, El Dorado.  
Weather Review, Washington.  
Witness, Kansas City.  
Wonder, Wilson.

In addition to the above, the following papers and periodicals are regularly received:

Art Interchange, New York.  
Art Amateur, New York.  
American Teacher, Boston.  
American Chemical Journal, Baltimore.  
Atlantic Monthly, Boston.  
Century, New York.  
Citizen, The, Boston.  
Decorator and Furnisher, New York.  
Education, Boston.  
Frank Leslie's Newspaper, New York.  
Good Housekeeping, Holyoke, Mass.  
Harper's Bazar, New York.  
Harper's Weekly, New York.  
Harper's Monthly, New York.

Journal of Education, Boston.  
Literary World, Boston.  
Little Men and Women, Boston.  
Nation, New York.  
North American Review, New York.  
Popular Science Monthly, New York.  
Science, New York.  
Scientific American, New York.  
School Journal, New York and Chicago.  
Voice, The, New York.  
Western School Journal, Topeka.  
Weekly Times, London, England.  
Youth's Companion, Boston.

#### LITERARY SOCIETIES.

The regular work of the class-room is well supplemented by the general exercises in the literary societies. The Lyceum and Literati Societies—composed of students in the Normal Department—meet on Friday evenings, in their large and tastefully-furnished halls. The Amasagacian and Amicitian Societies—composed of students in the Model Department, and in class A, Normal Department—meet in the same halls on Friday afternoons. The Alpha Society and the Oratorical Association afford excellent facilities for improvement in extemporaneous debate and original oration.

#### PRIZE CONTESTS.

Prizes are offered for the highest proficiency in declamation, essay, debate, and oration.

The prizes are a Shakespere, History of England, or some other valuable book or books.

The contest in declamation is open to first-year students only; in essay, to the second-year students. The contestants in oration are selected from a list supplied by the Oratorical Association of the School. The successful contestant in oration represents the Society in the annual contest of the Inter-Collegiate Association of Kansas.

The contest in debate is open to all students in the Normal Depart-

ment. The contestants are selected by the Lyceum and Literati societies — two from each society.

The prize in last debate was won by the Literati Society, represented by Joseph O. Ward, Larkin, Kansas, and William Weir, Topeka, Kansas.

The prize in last declamation contest was won by Miss Lura Baker, Emporia, Kansas.

The prize in last essay contest was won by Miss Anos Blunk, Galena, Kansas.

The prize in last contest in oration was won by Otis H. Holmes, Edgar, Neb.

#### DISCIPLINE.

So many of our pupils have already had some experience in practical life, that they become valuable aids in developing a healthy school sentiment. This renders few restraints necessary. Still, every effort of the Faculty is given toward making the pupils self-reliant, self-controlled men and women; and those whose best endeavor is not in accord with this purpose are summarily dismissed from the School.

#### DONATIONS.

The School is under many obligations for donations to the various departments, especially to —

The Smithsonian Institution, for a large line of marine specimens.

To the Hon. P. B. Plumb, for a large and handsome eighteen-inch globe, heavy bronze stand.

To M. Stubbs, Esq., of Garden City, Kan., for valuable Indian relics.

To Rev. L. M. Schofield, Napa, California, for collections of minerals from California and Colorado.

To Mrs. G. W. Newman, Emporia, Kan., for a collection of California minerals.

To J. P. Hirshler, Esq., San Diego, Cal., for an Indian skeleton.

To Rev. T. H. Dinsmore, Derbe, Kas., for contributions to the Natural History Department.

To E. B. Palmer, Esq., Peabody, Kas., for contributions to the Natural History Department.

To Pres. John M. Spangler, Concepcion, Chili, for a copy of his new book on Chili.

To the Hon. S. S. Laws, LL.D., Chancellor of the University of Missouri, for two volumes, Latin and Greek dictionaries, unabridged.

To Dr. J. A. Young, Emporia, Kan., for a fine case of birds.

To the city, county, and state superintendents, and to the heads of economic and industrial bureaus in all parts of the United States, who have so kindly remembered us with volumes of their reports.



## TO OUR FRIENDS.

It is hoped that the Alumni and other friends will join the officers of the School in extending its benefits as widely as possible.

County superintendents and others who desire to promote popular education, are requested to consider the claims of the Normal School when they are called upon for advice by those who desire to perfect themselves in the teacher's art. It is believed that it presents as favorable opportunities for becoming acquainted with the science and art of education as any institution in the West.

It is always the pleasure of the Faculty to aid school officers in securing competent teachers. Letters of inquiry addressed to the President will receive prompt attention.

## ADMISSION FROM HIGH SCHOOLS.

The President of the Faculty will take pleasure in corresponding with school principals and superintendents who may desire to make such arrangements as may be necessary in order that their high-school diplomas may admit candidates to the Normal Department of the School without examination. See list of schools whose diplomas are already recognized, on p. 33.

## MISCELLANEOUS.

Students are not permitted to take any work outside of their regular classes, without the express permission of the President.

Students will not be excused from their classes to go home before the regular holiday recess begins.

All students who stand suspended on the books for unexcused absence, or for any other cause, will be marked suspended in the general catalogue.

Absence from any required exercise must be accounted for before a student can be permitted to enter a succeeding recitation.

The Young People's Christian Association occupies a well-furnished room in the third story of the building. Devotional meetings are held every Sabbath afternoon, to which all students are cordially invited. The city is liberally supplied with churches, whose doors are ever wide open to all.

The Atchison, Topeka & Santa Fé, the Kansas City & Emporia, and the Missouri Pacific railroads, with their extended branches, make Emporia easily accessible from all parts of the State.


The street cars run from all of the city railroad depots to the Normal grounds; fare, five cents.

## ADVICE.

Those proposing to enter are reminded of the importance of being present at the opening of the session. The student who is behindhand then, rarely makes up what he has lost, and will feel a constantly in-

creasing embarrassment throughout the entire term. The habit which is thus indulged indicates a lack of fitness for the profession of teaching. Those students whose standing is to be determined by examination, should be present on the days appointed, otherwise they will subject themselves and the teachers to the inconvenience of special examinations.

Students arriving in the city will report at once at the office of the President, where they will be instructed as to their school duties, and receive such assistance in securing homes as they may require.

 Read this Catalogue carefully, and write to the President for any information it does not supply.

#### ANALYSIS OF THE ATTENDANCE.

The attendance is keeping pace with the wonderful growth of the State. During the school year of 1885-6, 431 students were enrolled in the Normal Department, and 293 in the Model Schools. During the past year, the number enrolled in the Normal Department was 501, and in the Model Schools 245. A limited number only can be admitted to the Model Schools.

Of the 355 pupils assembled for devotionals on the morning of May 18th, 1886, 159, or about 45 per cent., reported as having had experience in teaching; 326, or about 92 per cent., were expecting to engage in teaching; and 134, or about 38 per cent., were paying their own expenses while here. The graduating class of 33 members averaged about 25 years of age, with an average teaching experience of over  $3\frac{1}{2}$  years.

Of the 370 assembled on the morning of May 19th, 1887, 146, or about 40 per cent., reported as having had experience in teaching; 349, or about 94 per cent., were expecting to engage in teaching; 36 held first-grade certificates, 66 second-grade, and 41 third-grade certificates; 153, or about 41 per cent., were paying their own expenses while here. The graduating class of 1887 averages over 23 years in age, and 3 years' in experience in teaching. Every member of the last two graduating classes, with one exception, was engaged in teaching during the past year.

The members of the last four graduating classes are teaching in at least 37 different counties. Altogether, graduates of the School are now teaching in 46 different counties. The reports show that graduates and undergraduates of the School taught last year or are now teaching in 68 different counties of the State, and the whereabouts of many others, probably similarly engaged, is not known. Eight are county superintendents of schools.

These facts afford some idea of the character of students in attendance, and show how fully the School is carrying out the idea for which it was founded.



The following-named counties, eighty-one in all, were represented in the School during the past year. It must always be borne in mind that as younger children make up the classes in the primary and intermediate departments of the Model School, the pupils listed are largely from Emporia or from the immediate vicinity.

Many pupils, both in the Normal and the Model School, who are enrolled as from Emporia, belong to families residing here temporarily for the purpose of educating their children.

Allen, . . . . .	14	Marshall, . . . . .	1
Anderson, . . . . .	6	McPherson, . . . . .	9
Atchison, . . . . .	1	Miami, . . . . .	5
Barber, . . . . .	2	Mitchell, . . . . .	2
Barton, . . . . .	2	Montgomery, . . . . .	4
Brown, . . . . .	12	Morris, . . . . .	15
Butler, . . . . .	10	Morton, . . . . .	1
Chase, . . . . .	15	Nemaha, . . . . .	6
Chautauqua, . . . . .	9	Neosho, . . . . .	5
Cherokee, . . . . .	5	Ness, . . . . .	1
Clay, . . . . .	7	Norton, . . . . .	1
Cloud, . . . . .	12	Osage, . . . . .	27
Coffey, . . . . .	5	Osborne, . . . . .	1
Cowley, . . . . .	8	Ottawa, . . . . .	7
Crawford, . . . . .	6	Pawnee, . . . . .	5
Davis, . . . . .	5	Phillips, . . . . .	1
Dickinson, . . . . .	6	Pottawatomie, . . . . .	2
Doniphan, . . . . .	1	Pratt, . . . . .	1
Douglas, . . . . .	5	Rawlins, . . . . .	1
Edwards, . . . . .	2	Reno, . . . . .	12
Elk, . . . . .	3	Republic, . . . . .	3
Ellsworth, . . . . .	1	Rice, . . . . .	10
Finney, . . . . .	4	Riley, . . . . .	2
Ford, . . . . .	4	Rush, . . . . .	2
Franklin, . . . . .	3	Russell, . . . . .	2
Gray, . . . . .	1	Saline, . . . . .	2
Greenwood, . . . . .	14	Scott, . . . . .	2
Harper, . . . . .	2	Sedgwick, . . . . .	16
Harvey, . . . . .	8	Seward, . . . . .	1
Hodgeman, . . . . .	1	Shawnee, . . . . .	13
Jackson, . . . . .	1	Smith, . . . . .	4
Jefferson, . . . . .	7	Stafford, . . . . .	1
Jewell, . . . . .	3	Sumner, . . . . .	12
Johnson, . . . . .	2	Trego, . . . . .	2
Kingman, . . . . .	8	Wabaunsee, . . . . .	3
Kiowa, . . . . .	1	Washington, . . . . .	1
Labette, . . . . .	4	Wilson, . . . . .	8
Leavenworth, . . . . .	7	Woodson, . . . . .	6
Lincoln, . . . . .	5	Wyandotte, . . . . .	7
Linn, . . . . .	1		
Lyon, . . . . .	234*	Total, . . . . .	711
Marion, . . . . .	10		

\*Of these, 187 belong to the Model Schools.

The following-named States and Territories, 15 in all, were also represented:

Arizona, . . . . .	1	New Mexico, . . . . .	2
Arkansas, . . . . .	1	Ohio, . . . . .	7
California, . . . . .	1	Tennessee, . . . . .	1
Colorado, . . . . .	1	Virginia, . . . . .	1
Illinois, . . . . .	2	Wisconsin, . . . . .	1
Iowa, . . . . .	6	Germany, . . . . .	1
Missouri, . . . . .	6		—
Montana, . . . . .	1	Total, . . . . .	35
Nebraska, . . . . .	3		

The nativities of the pupils, 506 reporting, are as follows:

Kansas, . . . . .	133	Canada, . . . . .	3
Illinois, . . . . .	96	Vermont, . . . . .	3
Ohio, . . . . .	51	Minnesota, . . . . .	2
Indiana, . . . . .	48	Sweden, . . . . .	2
Iowa, . . . . .	48	Scotland, . . . . .	2
Pennsylvania, . . . . .	29	Alabama, . . . . .	2
Missouri, . . . . .	19	Maryland, . . . . .	2
Michigan, . . . . .	12	Mississippi, . . . . .	1
Wisconsin, . . . . .	11	Delaware, . . . . .	1
New York, . . . . .	9	Switzerland, . . . . .	1
Kentucky, . . . . .	9	Texas, . . . . .	1
England, . . . . .	8	Nebraska, . . . . .	1
West Virginia, . . . . .	6	Germany, . . . . .	1
Virginia, . . . . .	6	Wales, . . . . .	1
Tennessee, . . . . .	4	Colorado, . . . . .	1
Russia, . . . . .	4	Maine, . . . . .	1
Ireland, . . . . .	3	Dakota, . . . . .	1
Massachusetts, . . . . .	3	New Jersey, . . . . .	1

The occupations of the parents of the pupils, 458 reporting, are as follows:

Farmers, . . . . .	291	Freighter, . . . . .	1
Merchants, . . . . .	33	Laborer, . . . . .	1
Carpenters, . . . . .	23	Book-keeper, . . . . .	1
Stock dealers, . . . . .	15	Music dealer, . . . . .	1
Real estate dealers, . . . . .	14	Coal dealer, . . . . .	1
Doctors, . . . . .	14	Railroad engineer, . . . . .	1
Lawyers, . . . . .	11	Dairyman, . . . . .	1
Ministers, . . . . .	9	Bill clerk, . . . . .	1
Teachers, . . . . .	7	Printer, . . . . .	1
Furniture dealers, . . . . .	3	Clerk, . . . . .	1
Loan agents, . . . . .	3	Banker, . . . . .	1
Lumber dealers, . . . . .	3	Butcher, . . . . .	1
Horticulturists, . . . . .	4	Insurance agent, . . . . .	1
Cabinet makers, . . . . .	2	Prison guard, . . . . .	1
Contractors, . . . . .	2	Photographer, . . . . .	1
Jewelers, . . . . .	2	Tinner, . . . . .	1
Blacksmiths, . . . . .	2	Miller, . . . . .	1
Stone mason, . . . . .	1	Brickmaker, . . . . .	1
Sign painter, . . . . .	1		

## OUTLINE OF INSTRUCTION.

[A brief outline of a few subjects is given, that a general idea may be gathered of the work done in all. The instruction in every subject is as comprehensive and as thorough as that of the best colleges.]

### MENTAL SCIENCE.

Twenty weeks are given to the study of mental science. It is made a prominent feature in the work of the last year—the instruction anticipating the study of the philosophy of education. The following outline is made the basis of the inquiry into the facts of the student's own consciousness. Around this are grouped the facts of observation. Special attention is given to the order and laws of the development of the faculties.

**MENTAL POWERS.**—*Intellect*—Primary faculties, presentative: Perception, external, sense perception—gives knowledge of phenomena and qualities of matter; internal, consciousness—gives knowledge of mental states; reason—source of implied knowledge, intuitions; primary ideas—time, space, cause, etc.; secondary ideas—God, right, beautiful, etc. Secondary faculties: Understanding, notion-forming power, process, kinds of concepts; judgment—determines relations; classes, processes, synthetic, analytic; memory—reproductive power, elements, laws; imagination—constructive power, kinds, relation to ideas, source of material, taste. Supplementary to intellect: Laws of investigation, testimony, instinct, methods of cultivating the intellectual faculties.

*Sensibilities*: Animal phenomena and propensities—sensations and appetites; emotions—instinctive and rational; affections—benevolent and malevolent; desires—continued existence, action, knowledge, etc.; general active principles—self-defense, self-love, conscience. Supplementary: Religious propensities, methods of cultivating the sensibilities.

*Will*: Elements—motive, choice, volition, methods of cultivating each.

### PHILOSOPHY OF EDUCATION.

Ten weeks are given to the philosophy of education, with Rosenkranz's as the basis of the investigation and study. It comprehends the nature, form, and limits of education; its physical, intellectual, and moral elements.

### HISTORY OF EDUCATION.

Twenty weeks are given to the study of the educational systems and methods of ancient, medieval and modern nations. The work includes

a careful inquiry into the lives and educational theories of all the great writers and teachers, together with a critical survey of the development of systems and methods that now find general acceptance, as well as a full discussion of current educational questions. Payne's translation of Compayre's *History of Pedagogy* is the leading text used.

#### SCHOOL ECONOMY AND MANAGEMENT.

Ten weeks are given to the following topics:

1. School organization: (a) Principles, aims, modes. (b) Nature of a graded school—basis of gradation. (c) Courses of study. (d) Nature and value of reviews—frequency. (e) Examinations—how, when, how often; nature. (f) Reports and records. (g) Teachers' meetings. (h) Criticisms—value, limitations, dangers.

2. Employment: (a) Study. (b) Recitations. (c) Recreation.

3. Government: (a) Objects. (b) Forces. (c) Principles. (d) Methods.

4. Physical conditions: (a) Sites. (b) Ventilation. (c) Light. (d) Heat. (e) Exercise.

5. Moral culture. (a) Conditions. (b) Limitations. (c) Objects. (d) Methods.

6. Supervision: (a) Ends, value, and modes of supervision. (b) The Superintendent: (1) His qualifications. (2) Duties. (3) His relation to teachers, pupils, parents. (c) Discipline. (d) Course of study.

#### METHODS OF INSTRUCTION AND PRINCIPLES OF TEACHING.

Ten weeks are given to these topics: The Elements of Knowledge; Language; Formal, Empirical, Rational, and Historical Sciences; the relation of the Arts to common-school course of study. Care is taken in developing the principles of teaching inferable from the nature of mind and from the nature of knowledge.

#### TRAINING DEPARTMENT.

The work of this department is peculiar to normal schools, and is, therefore, not found in the ordinary academy or college. Its attention is given entirely to such subjects as pertain exclusively to the work of the teacher.

As it prepares teachers for Kansas schools, it includes a careful and exhaustive study of Kansas school laws, together with decisions of State Superintendents and courts in this State, and such decisions from other States as may aid in the interpretation of a teacher's rights and duties. The training class also make a careful study of school blanks, examining not only those that are furnished by the State Superintendent to the different counties, but also such as are used in the schools of various cities and villages.

For another part of the work, a text is furnished to the class which

gives a very full view of the organization and management of city school systems throughout the United States. There is also a great deal of valuable information on this and kindred subjects which is gleaned from city and State reports, late issues of which are kept convenient for reference. This study of school systems helps the members of the training class to do good work in the model graded school, as well as prepares them for future work in school principalships.

A careful criticism and comparison of different series of text-books in all the common branches of study is here made, so that the students may be able to discover readily the merits and faults of books, may have a proper ideal of what constitutes a good book, may know what is being done by the various publishing houses in the way of preparing school books, and may be prepared to choose wisely whenever it is their duty to select text-books for class use.

Special care is taken in a systematic outlining of subjects in a manner helpful to the teacher. These outlines are prepared from three different standpoints:

- (1.) That of a school superintendent or principal, who in preparing a course of study indicates the extent to which the work should be carried in each subject each term, but leaves to another outline or to the discretion of the teacher the particular material to be used in the different parts of the term. This is called a general outline, and gives in a brief statement the principal points of interest in a given connection.

- (2.) That of a class-room teacher, who in preparing a subject for presentation to a class shows minutely the points to be given, and names them in the order in which they are to be taught. This is called a working outline, and is not designed to include all parts of a subject, nor always to present in a logical order those points which are included.

- (3.) That of a student, who when he has mastered a subject wishes to fix it clearly in his mind. Such an outline the teacher should be able to suggest in preparing a class to systematize its knowledge. This is called a logical outline, and shows the logical relation of the parts of a subject. Two logical outlines of the same subject may differ widely and yet be equally correct, the difference arising from their being made on different plans.

The study of the best methods of giving physical training in the public schools is a part of the work of this department. It embraces two somewhat distinct kinds of work, viz.: practice in the calisthenic exercises which may properly and profitably be given in the schools, and experience in leading classes in these exercises. For the teacher, the latter is certainly one of the most important kinds of training, because nothing else probably does so much to fit one for controlling an assemblage of people as does the experience of directing calisthenic movements with military promptness and precision.



The work of observing and criticising in this department has been made very effective during the past year. The students make a systematic study of the excellences and the defects of the teaching done by other and perhaps more experienced pupil teachers. Those who thus make a careful analysis of the elements of success or failure in the work they observe, gain much more in teaching-power than can be gained by any desultory observation without special direction or by merely noticing what is done while they receive academic instruction from a teacher, however successful that teacher and excellent his methods. In, however, the very nature of things, a student cannot make the greatest progress in learning how to teach, when his attention and his entire intellectual strength are turned to the academic subjects in which he is himself being taught. In the work of the ordinary class room, either the pupil fails to study the methods of his teacher, or the teacher fails to hold the attention of his class to the subject before it, and is clearly not a fit exemplar of methods.

Special drill is given in the presentation of oral lessons in the natural sciences and matters of general information. A number of pupil teachers unite in this work at the same hour in the same room, and take turns in presenting the subjects. The topics are announced in advance, and all prepare papers suggesting what should be done on each subject. The teacher who is to present any given subject receives the suggestions of all the others on that subject, and adds to his own plan anything that he finds of value. The work of each teacher thus presents before the training class the combined best thought of all. After his exercise is given, he receives the written criticism of each, and thus his errors are emphatically pointed out so that he may avoid them at his next presentation of a subject. The help which this early cautioning about faults gives to a young teacher can be appreciated by none so fully, perhaps, as those older teachers who have gone through all their later years conscious of bad teaching habits which might easily have been prevented if some kindly critic had pointed out the faults when they first appeared. Severe as the ordeal may be, the young teacher can have no better experience than this.

At the general meeting of pupil teachers, class exercises are presented for criticism and suggestion, the training teacher and his assistants being present at all these meetings and joining in this work. There are also regular meetings of pupil teachers which bring together only those who teach the same pupils. These afford special opportunity for the study of the work peculiar to each grade, and for comparison of notes upon the work of individual pupils. Each teacher here learns whatever the experience of the others has shown in regard to the needs and nature of each pupil, and the teachers here receive careful instruction as to what should be done to secure the highest success for the

pupils of the grade. It is believed that this careful supervision of the work done in each grade secures a higher average of excellence in the teaching done here than is ordinarily found in the same grades of country and city schools where the teacher is not so constantly stirred to do the best possible work.

The most valuable feature of the training department is the actual practice which students have in conducting classes in the various grades and subjects. No other test will so satisfactorily show whether a young man or a young woman is sure to be a good teacher. Successful work as a student, brilliant and interesting recitation in the class room, even the power of analyzing and explaining difficult subjects so the other members of the class understand as never before—all these—fail to prove power for satisfactory discipline and teaching. No amount of *talking* about how the work should be done and *seeing* how it is done can give the strength which comes from actual *doing*. The teachers who go from this department to take charge of schools of their own, go with an experimental knowledge of what difficulties are to be met and how to meet them; they go about their work with a self-possession which can come only from successful experience. Care is taken in this department to lead the teachers to control their classes without feeling dependent on the aid of any one in general charge of the work. They in the main settle their own difficulties in discipline and instruction, and meet the responsibilities which come to a teacher in his own school.

An extended inquiry shows that departments of this kind continue to grow in popularity in the United States, and that more than two-thirds of all distinctly *normal* schools in this country have now introduced practice teaching as a regular part of their course.

#### THE NATURAL SCIENCES.

The work is conducted as far as possible in the laboratories, which are abundantly supplied with the materials by the aid of which the pupils must expect to carry on their teaching in the public schools; and candidates for advanced standing are graded by their ability to observe accurately and comprehensively, to state tersely and precisely, to draw neatly and clearly, to generalize and classify readily, to manipulate and experiment deftly, to draw logical conclusions, and to avail themselves of the sciences for the cultivation of these powers in their pupils, rather than by their acquaintance with the principles of science, or familiarity with its phenomena.

The course allows twenty weeks to each of the following subjects:

*Botany.*—Laboratory work includes the complete description and analysis of at least fifty species of phanerogams, the making of a herbarium, drawings of cells and tissues, the study of the life history of yeast, moulds, amœbæ, etc., window cultures, and experiments with

artificial soils. This will be accompanied by lectures upon vegetable morphology and classification, on microscopy, on the biology of unicellular and other low forms of life, and upon histological, physiological, and economic botany.

*Physics.*—This subject is pursued, as far as the size of the class permits, exclusively in the laboratory. The laboratory work during the past year has embraced the manufacture of both physical and chemical apparatus, including electric batteries, electro-magnets, permanent magnets, helices, electroscopes, electric bells, electrophori, and other instruments.

*Chemistry.*—Laboratory work during the whole of the first term. The class determines the effect of the ordinary reagents on twenty-five common elements, and from their experiments devise and put in practice a scheme of qualitative analysis. This is followed by exercises in stoichiometry, and by lectures upon the elements and compounds, delivered in turn by the class, and illustrated by experiment; and finally by a brief study of the history of the atomic theory.

*Physiology.*—The classes in this subject follow closely the work outlined in Martin's Human Body (larger book). In addition, one or more afternoons in each week are spent in the laboratory, studying the art of dissecting and preserving for laboratory study or class illustration the parts and organs of mammalia.

*Zöology.*—To sharpen the powers of observation, the pupils determine genus and species of a great number and variety of specimens. From a study of typical animals, pupils are helped to discover points of resemblance and contrast in the different orders. The text-book serves to direct the study of the objects, rather than simply to illustrate the text. The dissections performed in the zoölogical laboratory extend to all the branches of the animal kingdom except Protozoans.

*Geology.*—This study is especially valuable to the teacher who would thoroughly comprehend the subjects connected with Physical Geography. A general knowledge of the earth's strata is a valuable economic aid to the citizens of a country whose coal-beds and other mineral resources must become so important a factor in its wealth and prosperity.

#### ART WORK.

Drawing is being introduced into many schools in our State, and skill in handling the crayon and in modeling in clay will soon be required as a qualification of the teacher.

*Objects of art work in public schools:* Cultivation of perception—external and internal—memory, imagination and judgment; development in observation of form, conception of form, and expression of form; training the eye to see, the mind to know, and the hand to do. Picture-making is *not* the object of art education.

*Departments:* Construction, Representation, Decoration.

*Materials* (suggestive):—Geometric solids; simple objects found in school-room and home; slate and pencil, paper and lead-pencil, black-board and crayon; straws and small sticks of different lengths and colors; steel ring arcs; scissors and paper, paste-board; wires of 1'', 2'', 3'', 4'', 5'', and 6'' lengths; pith and cork, tiny cubes and cylinders; clay, soap, starch, plaster of Paris; ruler, compasses, triangle, bamboo pen; aniline dyes.

*Methods:* Drawing, copying from printed forms—enlargement, reduction; copying from blackboard; drawing from dictation—by teacher, by pupil; drawing from memory; drawing from objects, single, in composition.

Work in Form,—constructions from *materials*,—straw and stick laying, paper folding and cutting, straw and stick patterns on paper, lines in colors, ring arc patterns, tracing upon glass on a thin layer of starch or plaster of Paris, patterns of surface and solid figures in wires joined by pith or cork, paste-board forms, clay modeling, soap cutting, simple plaster casts.

COURSE OF STUDY. (TIME, THIRTY WEEKS.)

*First Term—Ten Weeks:*

*Lessons in Form.*—Definition; Importance; Divisions; Methods of Development; Conversational Lessons on Objects, Clay Modeling and Relative Work; Geometric Forms,—Model from Dictation, Make Statements. (Sphere, Cube, Pyramid, Cylinder, Cone, Prism.) Make Collection of Objects Illustrating the form, Division of the form, Application of the Form.—Dictation by Teacher, Dictation by Class, Invention—Development of Lines from Cube and Pyramid, Plane Surfaces from Solid Forms,—Applied in Stick-Laying and Drawing, Position of Lines, Relation of Lines, Freehand Applications.

*Constructive.*—Working Drawings of Simple Objects,—Instrumental Problems, Ornamental Lettering.

*Representative.*—Simple Grouping of Geometric Forms, Vegetables from Clay Models and Nature.

*Decorative.*—Conventionalization — Lilac, Horse Chestnut, Selected Forms, Simple Designs — General Drills, Review.

*Second Term—Ten Weeks:*

*Representative.*—Imitative Perspective, from Geometric Solids; Actual Perspective, Object Drawing — limited work.

*Decorative.*—Conventionalization — Simple Natural Forms, Historic Art Forms, Design — limited work.

*Constructive.*—Simple Working, Drawings from Objects.

*Color.*—General Principles, Harmony Chart, Special Outline in Methods.



*Third Term—Ten Weeks.*

Model School House; Sketching—For object lessons, Paper, Slate, Blackboard; Methods; Comparisons from the History of Art.

## MUSIC.

*Vocal Training Class*

For the study of Music as an educational science, and the preparation of teachers for practical work in the schoolroom.

The "C" Class is well grounded in elementary theory, and taught to read and sing at sight in the different clefs, especial attention being paid to the proper formation of tone and drill in vocalization. Part-singing is taken up toward the close of the first ten weeks. The "D" Class takes up chorus work, advanced theory, the study of scales, intervals and elements of thorough bass, special drill in vocalization and voice culture. The object of the course in music being not only to make good singers, but good *teachers* of singing, the latter half of the "D" course is devoted to methods of instruction and chorus-directing, in which each member of the class receives practical personal drill and experience.

*Instrumental.*

Instrumental music is not, in any of the courses, prescribed for the diploma, but Professor Moss gives special lessons on the piano and the organ. He is a competent and experienced teacher, and pupils may rest assured that the instruction is of the same high order as given in the regular Normal departments. Those desiring to pursue special courses in vocal or instrumental music would do well to open correspondence with him at once. Pianos and organs are rented to Normal students at low rates.

*Voice Culture.*

Voice-building and the cultivation of Artistic Singing is also a special branch of this department, under the direction of Prof. Moss.

*Theory, Harmony, Counterpoint, Orchestration, and the Art of Conducting,*

are taught at special rates.

*Terms for Special Instruction.*

Instrumental (single) per term of 18 weeks .....	\$12 00
Instrumental (class of two) .....	10 00
Voice Culture (single) .....	15 00

The above terms are to *Normal students* only. All others will be charged \$3 additional upon the above prices.

## GYMNASTICS.

Gymnastics and Calisthenics constitute a part of the regular course of instruction. These exercises occupy about fifteen minutes daily.



Each class is under the leadership of a chief. Free gymnastics, bells, rings, wands, bean-bags, and clubs are employed in the various classes. Especial care is given to correct position, and to precision and promptness of action, in connection with good music. The utility of gymnastic and calisthenic exercise, as a means of physical development and training, and of securing vigorous health under the constant strain of student-life, is now generally acknowledged.

#### FRENCH AND GERMAN.

The study of modern languages is not in the regular course, but students may join classes in French and German by paying special tuition. Miss Emilie Kuhlmann, a thorough linguist, has charge of this department, and is a successful teacher.

#### THE MODEL DEPARTMENT

is thoroughly organized into an ideal graded school, beginning with the Kindergarten and extending through the Grammar grade. The rooms are under the supervision of experienced teachers, who, as assistants to the Director in Training, observe and criticise the work of pupil teachers. They teach more or less during the entire year. This department is sustained for no other purpose than to furnish a place in which advanced pupils may, under the eye of friendly critics, become proficient in teaching. So satisfactory to the patrons has been the management of the department, that we are compelled to refuse admittance to a large number every year. The higher grades serve as a good preparatory school for those who may fail to pass the entrance examinations, or who may contemplate entering the Normal Department.

The value of the Kindergarten work can hardly be over-estimated. Its methods are fundamental, and should be understood by all teachers — especially by those contemplating primary work. A limited number of children is admitted, to secure classes for the complete amplification of the system. Classes in theory and practice are formed twice per term. *The course in theory is completed in ten weeks.* Such students as desire to take this work are charged an extra fee of five dollars. This covers all expense for material used. Students are permitted to enter the Kindergarten without taking studies in any other department, and on completing the course are granted a certificate to that effect. Students in the senior class take work in theory without extra charge.

In addition to the specials listed in the Kindergarten, forty-six other pupils took this work during the year.

## WHAT THE PUPILS SAY OF THE SCHOOL.

"What advantages does the State Normal School possess which impress you as worthy of mention?"

"In what way is the instruction here any more valuable to teachers and to those preparing to teach than that of any other kind of school?"

These questions were asked of the pupils one morning in May last, and the following are among the responses handed us; many of them are from experienced teachers:

A pupil attending the Normal School gets what the average teacher needs — thorough instruction in the common-school branches.

It gives me a better appreciation of the dignity of the profession.

The association with bright teachers from all parts of the State.

The encouragement given to teachers of limited means.

The aim of the School seems to be not merely to increase the number of teachers, but rather to increase their efficiency.

The practical nature of the instruction it gives. Eminently practical.

We are taught how to teach others.

Great stress is laid not only on *what* but *how* to teach.

All of the training has a direct influence in preparing us for teaching.

It will secure unity of methods throughout the State. Best talent is drawn to one great school.

I think it is the best school in the State for teachers, because it is for the training of teachers only.

No place like the Normal for learning new and improved methods, and for general information.

It has given me confidence in myself.

It has not only taught me what methods to follow, but what to avoid.

It has given me broader views of life and of my work.

Little mechanical work.

It gives us valuable outlines for the presentation of subjects.

It is progressive and up to the times.

The short time I am spending here will be of great benefit to me in my teaching.

We come in contact with a great body of people who expect to make teaching a profession, and thereby receive inspiration for our work.

It has exalted the occupation of teaching in my mind.

It is *the* place for training teachers for their special work.

The superiority of the instructors, and the hints constantly given in regard to teaching.

The dissections in the laboratory have been an advantage to me.

We have superior advantages in the way of apparatus with which to work in physics and physiology.

The advantages of a good reading room and library.

The teaching is thorough in every branch. It teaches us *to do* as well as *to tell*.

The K. S. N. is uprooting the troublesome and pernicious system of teaching by *hearing* and *telling*, and is sending throughout the State a new impulse to the teacher's work.

The students are here for work, and they all pull together. We get more hints on teaching than at any other school. The entire absence of that vandalism so generally prevalent in institutions of learning.

The expenses are low.

It gives us well-defined ideas of new methods of presenting old subjects.

The hearty sympathy existing between teachers and pupils.

Necessity of becoming *good teachers* constantly kept before the minds of the students.

Teaches pupils to depend upon themselves; develops self-reliance.

Discipline received in placing one's self in uniformity with others in Calisthenics.

The moral and religious tone of the School is excellent.

There is perfect order without any rules.

The social faculties are developed. Am learning much by practical work in the Model School.

The teacher's training department is one great advantage.

The State Normal School is the best place for teachers to attend, because in the Model School we can get experience in teaching in any grade, under competent critics.

Everything is firmly impressed by illustration and experiment.

## CALENDAR FOR 1887-8.

First term begins Monday, September 5th, 1887.

Examination of candidates for admission, Monday and Tuesday, September 5th and 6th.

Recess, December 23d to January 3d, 1888.

Prize contest in Oration and Essay, Thursday, January 26th, 1888.

First term closes Friday, January 27th, 1888.

Second term begins Monday, January 30th, 1888.

Examination of candidates for admission, Monday and Tuesday, January 30th and 31st.

Prize contest in Debate and Declamation, Saturday, June 9th.

Baccalaureate address, Sunday, June 10th.

Class day, Monday, June 11th.

Educational address, Tuesday, June 12th.

Alumni meeting, Wednesday, June 13th.

Commencement Day, Thursday, June 14th.

# ALUMNI RECORD.

## CLASS OF 1867.

Plumb, Ellen, book-seller ..... *Emporia.*  
 Watson, Mary J. .... *Emporia.*

## 1868.

Ela, Mary E., (Mrs. Howell,) ..... *Arkansas City.*  
 Norton, Alice, (Mrs. Ingersoll,) ..... *Lawrence.*  
 Patty, Josephine ..... *Emporia.*  
 Slocum, Josephine, (Mrs. Manahan,) deceased.

## 1869.

Brown, J. N. D., miller ..... *Tennessee.*  
 Cavaness, Charles T., Treasurer Lyon county ..... *Emporia.*  
 Nichols, Martha, (Mrs. Dr. Humble,) ..... *Wichita.*  
 Poplin, H. L., attorney at law ..... *Garnett.*  
 Spencer, Martha P., Prof. Elocution, State Normal... *Emporia.*  
 Stewart, Thomas A., farmer ..... *Barton County.*  
 Ticer, T. G., deceased.  
 Upton, Matilda, teacher ..... ———, *Mo.*  
 Williams, Mary A., (Mrs. Charles T. Cavaness,) ..... *Emporia.*

## 1870.

Bales, David M., teacher ..... ———  
 Duran, Mary L., (Mrs. Bolwin,) ..... *Newark, Ohio.*  
 Hawkins, Sarah, (Mrs. Judge Graves,) ..... *Emporia.*  
 Spangler, John M., Pres. Am. College ..... *Concepcion, Chili,*  
 Storrs, Nellie, (Mrs. George W. Newman,) ..... *Emporia.* [S. A.]

## 1872.

Daniels, L. C., (Mrs. Crippen,) ..... *Winfield.*  
 Davis, Samuel H. .... *Prairie Center.*

## 1873.

Davis, Clara ..... ———  
 Rawlins, Clara, (Mrs. Kenyon,) ..... *Abilene.*  
 Vail, Hattie G., teacher ..... *Manhattan.*

## 1874.

Campbell, Jennie, teacher ..... *Plymouth.*  
 Cole, Nellie, (Mrs. Howard Dunlap,) ..... *Emporia.*



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Dickerson, Mollie, (Mrs. Keller,) . . . . .	<i>Marion Center.</i>
Gridley, Ansel, jr. (See class of 1876.)	
Haggard, Henry, teacher . . . . .	<i>Springfield, Minn.</i>
Howard, Eva, (Mrs. McCormick,) deceased.	
Kennedy, Guy L., Secretary Order of Protection . . .	<i>St. Louis, Mo.</i>
Melville, Anna, (Mrs. Boyd,) . . . . .	—, <i>Colorado.</i>
Norton, Lillian, (Mrs. Kennedy,) . . . . .	<i>St. Louis, Mo.</i>
Rodgers, Sadie, teacher . . . . .	<i>Williamsburg.</i>
Spaulding, Della, teacher . . . . .	<i>Wathena.</i>
Stimson, Anna, teacher . . . . .	<i>Waukhara.</i>
Thurston, Nettie, teacher . . . . .	<i>Manhattan.</i>
Ward, Hattie, teacher . . . . .	<i>Emporia.</i>
Wilson, Dora, teacher . . . . .	<i>Atchison.</i>

## 1875.

Davis, Althea. (Mrs. Isles,) . . . . .	—, <i>Dakota.</i>
Goddard, Carrie, teacher city schools . . . . .	<i>Emporia.</i>
Goodrich, Amelia, physician, (Mrs. Stenhouse,) . . . .	<i>Chicago.</i>
Hill, J. H. (See class 1876.)	
Kirker, John F., merchant . . . . .	<i>Strong City.</i>
Klock, James E. Superintendent of schools . . . . .	<i>Emporia.</i>
Light, Charles M., Superintendent of schools . . . . .	<i>Chanute.</i>
Marter, Albert, book-seller . . . . .	<i>Solomon City.</i>
Meek, Thomas . . . . .	<i>Newport, Miss.</i>
Melville, Emma, (Mrs. Sexton,) . . . . .	<i>Parsons.</i>
Overstreet, May, Prin. Prep. Dept., Seminary . . . . .	<i>Mill's Seminary.</i>
Partch, Effie, (Mrs. Campbell,) . . . . .	<i>Burr Oak, Cal.</i>
Piper, Hattie, (Mrs. Hudson,) . . . . .	<i>Waukegan, Ill.</i>
Ross, Mrs. B. C., teacher . . . . .	<i>Armourdale.</i>
Robertson, H. L. F., Supt. of schools, Kingman Co. . .	<i>Kingman.</i>
Slack, Cornelia, teacher . . . . .	<i>Los Angeles, Cal.</i>
Thompson, Ella, (Mrs. O. D. Rasmussen,) . . . . .	<i>Emporia.</i>
Way, I. T., book-keeper . . . . .	<i>Emporia.</i>

## 1876.

Bennett, Flora. (Mrs. Dr. Morgan,) . . . . .	<i>Neosho Falls,</i>
Clayton, Joseph, builder . . . . .	<i>Des Moines, Iowa.</i>
Davis, Buel T., Principal public schools . . . . .	<i>Chetopa.</i>
Davis, Maggie . . . . .	<i>Sac &amp; Fox Ag'y, I.T.</i>
Davis, Roxana, teacher city schools . . . . .	<i>Lawrence.</i>
Gordon, Alice A., (Mrs. De Kalb,) . . . . .	<i>Springfield, Ill.</i>
Gordon, Emma, (Mrs. Badger,) . . . . .	<i>Mulvane.</i>
Gordon, Laura . . . . .	<i>Eureka.</i>
Gridley, Ansel, jr., Principal public schools . . . . .	<i>Harper.</i>

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Hill, J. H., Prof. Latin (elect), State Normal School .	<i>Emporia.</i>
Janney, Lizzie, teacher in New Mexico.....	_____
Murdock, Ella, (Mrs. Pemberton).....	<i>Leavenworth.</i>
Romigh, Sarah, teacher.....	<i>Red Bluff, Cal.</i>
Sherwood, William.....	_____
Stubbs, A. W., land agent.....	<i>Garden City.</i>
Ward, Hattie. (Advanced course. See class 1874.)	
Wharton, O. B., book-keeper Savings Bank.....	<i>Emporia.</i>

1877.

Dyche, L. L., Asst. Nat. Hist. Dept. University Kansas .	<i>Lawrence.</i>
Goodrich, A. C., stock raiser .....	<i>Udall.</i>
Meek, Faye, (Mrs. Finkle.) .....	<i>Galva.</i>
Pickett, C. T., grocer .....	<i>Ellsworth.</i>
Rees, M. L., Pension Department .....	<i>Washington, D. C.</i>

1878.

Blandin, Luella, teacher .....	<i>Col. Springs, Col.</i>
Hinkle, Sadie, teacher city schools.....	<i>Emporia.</i>

1879.

Campbell, T., Deputy Treasurer of Elk county.....	<i>Howard.</i>
Conway, T. W., Superintendent city schools.....	<i>Independence.</i>
Davis, Anna, (Mrs. Davies,).....	<i>Emporia.</i>
Ewert, Henry H., Principal Mennonite College .....	<i>Halstead.</i>
Herbert, Mary, teacher .....	<i>Emporia.</i>
Hodge, M. C., Principal ward school.....	<i>Independence.</i>
Howard, Mary, teacher city schools.....	<i>Emporia.</i>
Howard, Nora, teacher.....	<i>Emporia.</i>
Pomeroy, Carl H., teacher .....	<i>Des Moines, Iowa.</i>
Turner, Nellie, (Mrs. Butterfield,) .....	<i>Florence.</i>
White, Julia, teacher .....	<i>Garnett.</i>
Wood, Emma, (Mrs. Hodge,) .....	<i>Independence.</i>

1880.

Bixler, Elnor M., (Mrs. M. C. Smith,).....	<i>Yates Center.</i>
Clepper, John L., deceased.	
Dixon, Asenath E., Superintendent schools, Lyon Co. .	<i>Emporia.</i>
Ford, Henry C. (See class 1881.)	
Higgins, Florence A., teacher .....	<i>Altoona.</i>
Kizer, Frank, Missionary S.S. Union, Fifteenth Dist. .	<i>Downs.</i>
Pearse, Rev. Franklin F....	<i>Raymond, Wis.</i>
Rath, Louisa M., (Mrs. D. A. Pratt,).....	<i>Wellington.</i>
Rees, William. (See class 1881.)	
Severy, Calvin L., stock and real estate.....	<i>Arkansas City.</i>
Smith, M. C., attorney at law .....	<i>Yates Center.</i>

## 1881.

Arnold, Elizabeth M., (Mrs. Van Ness),	<i>Mound City.</i>
Axtell, Florence, (Mrs. Abby),	<i>Newton.</i>
Bradley, James T., bank teller	<i>Sedan.</i>
Brown, Callie, (Mrs. DeVault),	<i>Florence.</i>
Combs, Samuel L. (See class 1882.)	
Davis, Emma K., (Mrs. Pierce),	<i>Leadville, Col.</i>
Dyche, Bertha B., teacher	<i>Auburn.</i>
Esdon, Margaret E., (Mrs. Thorp), physician	<i>Boston, Mass.</i>
Ford, Henry C., Principal public schools	<i>El Dorado.</i>
Gallagher, George B. (See class 1883.)	
Gibson, Charles E., farmer	<i>Emporia.</i>
Greer, Annie L., teacher	<i>Emporia.</i>
Hassler, Alvaretta E., teacher	<i>Los Angeles, Cal.</i>
Hodge, Ida M., teacher	<i>Wyandotte.</i>
Kirby, Emory D., student	<i>Ann Arbor, Mich.</i>
Rees, William, (see class of 1880,) loan agent	<i>Emporia.</i>
Secord, Nettie P., (Mrs. Osborne),	<i>San Marcial, N. M.</i>
Stout, Rachel A., teacher	<i>Burrton.</i>
Webster, Weltha A. (See class 1882.)	
Wells, Arthur A., real estate agent	<i>Emporia.</i>
Young, Flora R., teacher city schools	<i>Emporia.</i>

## 1882.

Balch, Sadie L., teacher	<i>Wichita.</i>
Bishop, Angelia, (Mrs. Vollmar),	<i>Oswego.</i>
Bissell, Anna M., teacher	<i>Emporia.</i>
Bitler, Estelle, (Mrs. Tower),	<i>Madison.</i>
Brown, Mary B., teacher	<i>Hiawatha.</i>
Bunbury, Marion F., (Mrs. Dr. Welch),	<i>Emporia.</i>
Cady, William H. (See class 1883.)	
Carll, Anna L., teacher city schools	<i>Hutchinson.</i>
Clark, Flora J., teacher	<i>Newton.</i>
Combs, Benjamin F., teacher	<i>San Diego, Cal.</i>
Combs, Samuel L., teacher	<i>Santa Barbara, Cal.</i>
Davis, Arthur P., Topographer, United States Geo- logical Survey	<i>Washington, D. C.</i>
Davis, Smith M., teacher	<i>Weir City.</i>
Dudley, Lillian M., student, Kan. State University	<i>Marion.</i>
Ebey, Carrie S., teacher	<i>Lawrence.</i>
Gallagher, Theodore S., teacher	<i>White City.</i>
Gentry, Sarah E., teacher	<i>Marion.</i>
George, Emma C., (Mrs. Greer),	<i>Emporia.</i>
Goodrich, Amy A., (Mrs. Bigler), teacher	<i>Emporia.</i>

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Grant, Mabel, teacher .....	Americus.
Hamm, John C., Principal public schools .....	Humboldt.
Hardin, Sebastian C., teacher .....	Grenola.
Hunter, Mary F., teacher .....	Sharp's Creek.
Jones, Albert J. (See class of 1886.)	
Jones, Lizzie A., (Mrs. Stone,) .....	Emporia.
Kirby, Mrs. Amanda, teacher .....	Battle Creek, Mich.
Kirby, James J. ....	Emporia.
Ladd, Carrie C., (Mrs. Bitler,) .....	Eureka.
Martin, Lulu K. ....	Emporia.
McNaughton, Sarah C., teacher .....	Clay Center.
Newton, Albert H. (See class 1885.)	
Overstreet, Alice M., teacher city schools .....	Wichita.
Park, Sidney E., (Mrs. Grisham.) .....	Cottonwood Falls.
Partch, Susie L., teacher .....	Jewell.
Sonnedecker, Nevin W. ....	Hartland.
Spicer, Olive C., (Mrs. Edwards,) .....	La Crosse, Wis.
Stout, J. Newton, editor <i>Post</i> .....	Neosho Falls.
Tucker, Mary A., teacher .....	Winfield.
Umdenstock, Ida A., (Mrs. Standiferd.) .....	Reading.
Van Ness, Elmer B., teacher .....	Mound City.
Webster, Weltha A., teacher .....	Scottsville.
Webster, May, Principal Normal Dep't., Gould, Col. ....	Harlan.
Williams, Virginia, teacher .....	Roodhouse, Ill.
Young, John W., Principal of schools .....	Carpentaria, Cal.

1883.

Bishop, Carry A. (See class of 1885.)	
Bolton, William E., editor .....	Greensburg.
Bracken, Pamela, teacher .....	Glasco.
Brockett, Hettie L., teacher city schools .....	McPherson.
Cady, William H., publisher .....	Kansas City, Mo.
Culver, John C., teacher .....	Center Ridge.
Davis, Lida E., music teacher .....	Junction City.
Dolphin, Mamie E., teacher city schools .....	Emporia.
Drury, Ellen, (Mrs. Cannady,) .....	Melvern.
Duffield, Hattie, (Mrs. Ritchey,) .....	Walton.
Galle, Peter J., merchant .....	Christian.
Gallagher, George B., teacher .....	Lebo.
Gause, Helena, teacher city schools .....	Newton.
Gerhardt, Katherine, (Mrs. D. E. Connor,) .....	Junction City.
Gipe, George E., teacher .....	Liberty.
Grant, Martha L., teacher city schools .....	Osage City.
Harrison, William H., merchant .....	Richmond.

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Hege, Gustavus A., clothier .....	<i>Halstead.</i>
Hiatt, Emma, teacher .....	<i>Emporia.</i>
Higbee, Sallie, teacher .....	<i>Emporia.</i>
Holmes, Lulu H., deceased.	
Holmes, Sarah G., teacher city schools .....	<i>Reading.</i>
Hoover, Sherman, farmer .....	<i>Halstead.</i>
Horner, Harriet L., teacher city schools .....	<i>El Dorado.</i>
Jones, Eva L., (Mrs. Harned,) .....	<i>Neosho Falls.</i>
Kirby, Lucinda, teacher .....	<i>Redden.</i>
Lillie, Addie, (Mrs. Hurt,) teacher .....	<i>Chanute.</i>
McNally, Eva, teacher city schools .....	<i>Wyandotte.</i>
Miller, Clara G., (Mrs. Harvey Loy,) teacher city schools.	<i>Americus.</i>
Miller, Fremont. (See class 1884.)	
O'Neil, Rose B., teacher .....	—————
Patty, Lucella, (Mrs. Cromer,) .....	<i>Arcanum, Ohio.</i>
Payne, Eli, Superintendent schools, Reno county. . .	<i>Hutchinson.</i>
Rich, Huldah, teacher city schools .....	<i>Newton.</i>
Rogler, Adaline, teacher city schools .....	<i>Cottonwood Falls.</i>
Schenck, John J., teacher .....	<i>Silver Lake.</i>

## 1884.

Auchard, Robert Milligan, teacher .....	<i>Green.</i>
Aushman, Benjamin M., Principal High School . . .	<i>Humboldt.</i>
Baker, Ida May, teacher .....	<i>Meriden.</i>
Boughton, Wallace Seymour, agent .....	<i>Kincaid.</i>
Brainerd, Bertha, teacher .....	<i>Osage Mission.</i>
Collins, Eva, teacher city schools .....	<i>Emporia.</i>
Cretcher, Correa, teacher city schools .....	<i>Arkansas City.</i>
Haynes, Ella Illinois, teacher city schools .....	<i>Emporia.</i>
Jones, Myrtle, teacher city schools .....	<i>Sterling.</i>
Loomis, Addie Louise, teacher .....	<i>Silver City, N. M.</i>
Loy, Jessie, teacher city schools .....	<i>Emporia.</i>
Martin, Emma Theodosia, teacher city schools .....	<i>Hutchinson.</i>
Miller, Fremont, attorney at law .....	<i>Admire.</i>
Minor, John Lincoln. (See class 1885.)	
Patty, Loua, teacher city schools .....	<i>Emporia.</i>
Smith, Fannie Bell, teacher .....	<i>Emporia.</i>
Spencer, Julia Hudson, (Mrs. Sanderlin,) .....	<i>Larned.</i>
Stephens, Allen Archer, teacher .....	<i>Plymouth.</i>
Wallace, John Mack, teacher .....	<i>Eureka.</i>
Wherland, Williamina, teacher city schools .....	<i>Centralia.</i>

## 1885.

Bishop, Carry Americus, Principal public schools . . .	<i>Neosho Falls.</i>
Cunningham, Nellie, teacher city schools .....	<i>Arkansas City.</i>

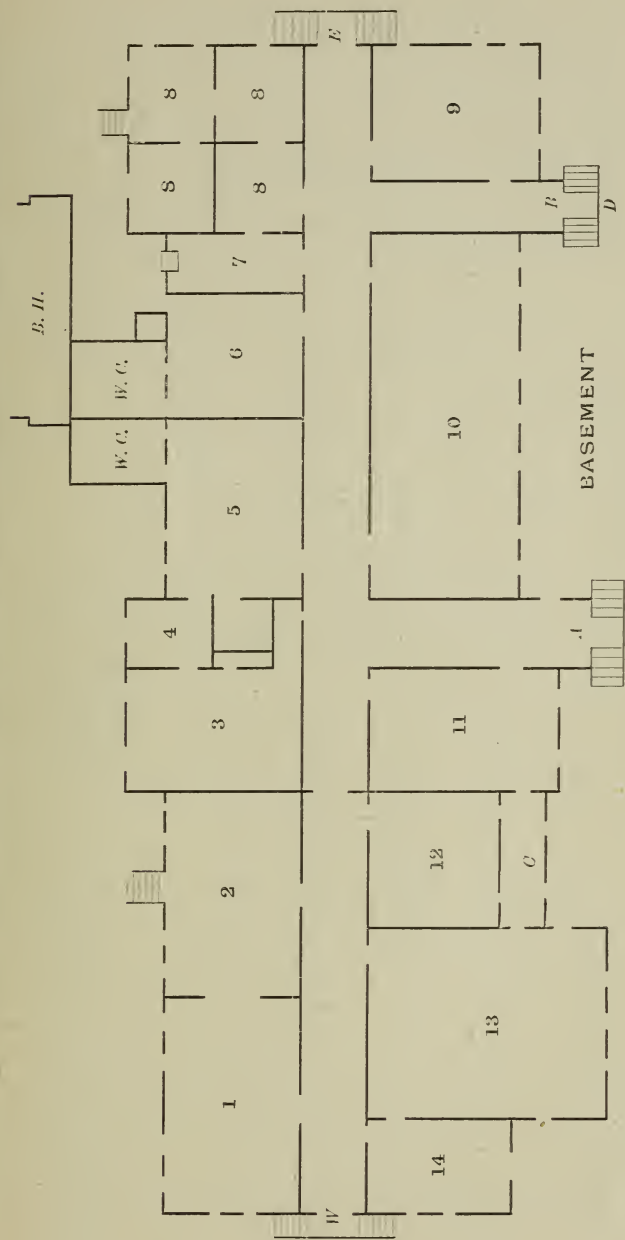


Docking, Alfred. (See class 1886.)	
Dennis, Hattie, teacher city schools.....	Argentine.
Edwards, Nellie Anne, teacher city schools.....	Emporia.
Hadley, Alice, Principal of schools.....	Barclay.
Hastings, Bertice Collins, teacher High School.....	Manhattan.
Haworth, Rosetta, teacher city schools.....	Scammonville.
Jacobs, William Dudley, teacher.....	Woodbine.
Kauffman, Emanuel, teacher.....	Abilene.
Kelly, Ella Sophia, Supt. schools, Cowley county....	Winfield.
Minor, John Lincoln, Principal schools.....	Elmdale.
Newton, Albert Hendrick, Principal public schools..	Burrton.
Reynolds, Alice Albertie, teacher city schools.....	Larned.
Reynolds, Thomas Harvey, teacher.....	Great Bend.
Simerwell, Edward Allen, teacher.....	North Topeka.
Sortor, Charles Robinson, Principal city schools....	Argentine
Stewart, Flora Alice, teacher city schools.....	Seneca.

1886.

Bradley, Carrie Fay, teacher city schools.....	Newton.
Bushey, Allen H., Superintendent schools, Morris Co..	Council Grove.
Chamberlin, Louie, teacher city schools.....	Newton.
Darnell, Callie, teacher city schools.....	El Dorado.
Davidson, William Mehard, Principal public schools..	Atwood.
Docking, Alfred, Prin. Prep. Dept. Baker University..	Baldwin.
Duff, Kathrina Viola, teacher public schools .....	Netawaka.
Duncan, Lew Wallace, Principal public schools .....	Troy.
Gray, Lee Moore, teacher.....	Lindsborg.
Harris Achsah May, teacher city schools .....	El Dorado.
Hoaglin, Susan Delilah, Supt. schools, Jackson Co. ...	Holton.
Hodgdon, Ida Mabel, teacher city schools .....	Lyons.
Hutchason, Mary, teacher.....	Huntley, Ill.
Jones, Albert Jerome, Principal public schools .....	Kinsley.
Kannard, Andrew Moses, Principal ward school.....	Winfield.
Leonard, Mary Emma, Principal public schools .....	Lane.
Mack, Margaret Anna, Principal public schools.....	Wilesey.
Marshall, Anna Allen, (Mrs. A. Docking,).....	Baldwin.
Mays, George Hawkins, Principal public schools ....	Rush Center.
McAllister, John Elias, teacher.....	Heber.
McBride, John Harvey. Principal public schools.....	Chase.
McClain, John Andrew. Principal public schools.....	Osage City.
Minor, Edwin, teacher.....	Bunker Hill.
Minor, Lucy Ann, teacher.....	Emporia.
Myers, Stella Evalyn, teacher city schools.....	McPherson.
Nowlin, Clifford Hiram, Principal public schools ....	Hesper.

Shreck, John Addison, teacher . . . . .	<i>Melvern.</i>
Smith, Annie Parker, teacher city schools . . . . .	<i>Emporia.</i>
Smith, Clarence Joy, Principal . . . . .	<i>Wyandotte.</i>
Suddock, Matthew Montgomery, teacher . . . . .	<i>Emporia.</i>
Vezie, Anna, teacher city schools . . . . .	<i>Newton.</i>
Ward, Joseph Owen, teacher . . . . .	<i>Larkin.</i>
Woodward, William Edward, Pastor M. E. Church . . . . .	<i>Englewood.</i>

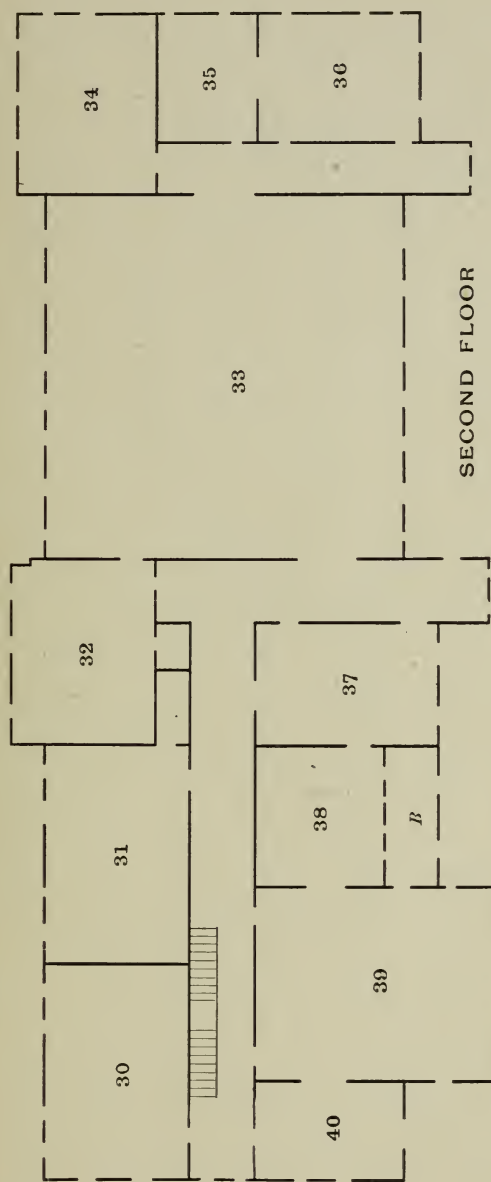


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|-----------------------------------|-------------------------------|--|-----------------------------------|
| 1. Chemical Laboratory.           | 6 and 9. Ladies' Cloak Rooms. | 11. Recitation Room, Model School.       | C. Balceny.                       |
| 2. Physical Laboratory.           | 7. Lumber Room.               | 12. Store Room.                          | E and W. East and West Entrances. |
| 3. Recitation Room, Model School. | 8. Janitor's Room.            | 13 and 14. Natural History Laboratories. | W. C. Water Closets.              |
| 4 and 5. Gents' Cloak Rooms.      | 10. Gymnasium.                | A and B. South Entrances.                | B. H. Boiler House.               |



# FIRST FLOOR

- 15. Natural History Museum.
- 16. Recitation Room, Natural History.
- 17, 18 and 19. Recitation Rooms, Model School.
- 20. Kindergarten.
- 21 and 22. Recitation Rooms, Model School.
- 23. Office of Director in Training.
- 24. Reception Room.
- 25. Office.
- 26. President's Private Room.
- 27. Regents' Room.
- 28. Lecture Room, Physics and Chemistry.
- 29. Apparatus Room.
- A and B. South Entrances.
- C. Balcony.
- E and W. East and West Entrances.



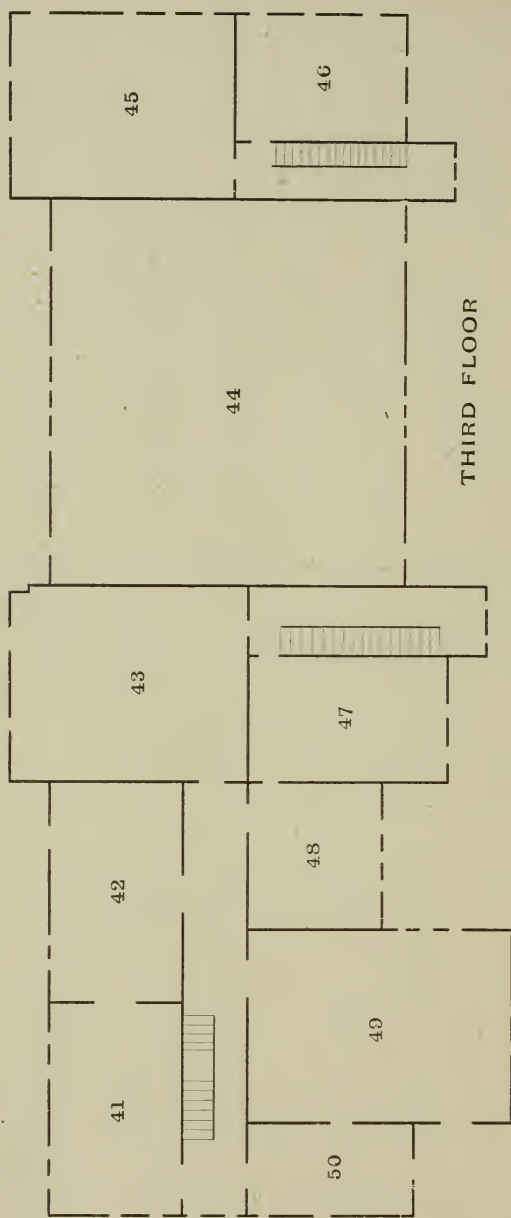
SECOND FLOOR

- 30. Recitation Room, Reading and Rhetoric.
- 31. Recitation Room, Mathematics.
- 32. Recitation Room, Latin.
- 33. Assembly Room.
- 34. Recitation Room, Language.

- 35. Art Room.
- 36. Recitation Room, Drawing, etc.
- 37. Recitation Room, President, and Director in Training.

- 38. Library.
- 39. Reading Room.
- 40. Library.
- B. Balcony.





THIRD FLOOR

41 and 42. Music Rooms.  
43. Literati Hall.  
44. Attic.

45. Lyceum Hall.  
46. Y. P. C. A. Hall.

47 and 48. Exhibit School Work and Apparatus.  
49 and 50. Recitation Rooms.









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